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ABSTRACT

This report provides an overview of student mobility between the member states of the European Community supported by the ERASMUS (European Community Action Scheme for the Mobility of University Students) Program in the academic year 1989-90, the third year of its implementation. It includes information on the Inter-University Cooperation Programs (ICP) and on the participating institutions of higher education and departments as well as on the students who were given an ERASMUS grant in that academic year. Information is also included on student mobility (size of programs, country of home institution and host country, field of study, timing of study period abroad, age, duration of study period abroad, gender, and student mobility grants); programs and participating institutions and units; students supported by ERASMUS (country of home institutions and host country, field of study, ratio of actual numbers of students to grants awarded, timing of study period, duration, and biographical profiles of participating students); ERASMUS mobility grants; "Free Movers" (participants under other conditions); the first year of the European Community Course Credit Transfer System (ECTS); and analysis of student reports based on a short questionnaire administered to all students on their return. (JB)

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Student Mobility within ERASMUS 1989/90

A Statistical Profile

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Glossary

Institution	Universities and other institutions of higher education eligible for participation in ERASMUS
Active partner	The institutional sub-unit participating in an ICP. The involvement of an institution in each ICP is only counted once.
Department	A participating department is the institutional sub-unit which participates in one or several ICPs in a certain subject area (e.g. biology, history, mechanical engineering)
Flow	A certain group of students within an ICP between one partner and another. If the reverse flow is also realized, the partnership between both partners is reciprocal.
Network-student	Student who went abroad within an approved ERASMUS-ICP
Free mover	Student with an ERASMUS grant who went abroad independently of an approved ERASMUS-ICP.
ERASMUS student	Any student, whether network or free mover, who received an ERASMUS student mobility grant.

1. Introduction

This report provides an overview of student mobility between the Member States of the European Community supported by the ERASMUS Programme in the academic year 1989-90, i.e. the third year of its implementation. Information is given about the Inter-University Cooperation Programmes (ICP) and about the participating institutions of higher education and departments as well as on the students who were given an ERASMUS grant in that academic year.

The data provided is taken from documentation which is regularly available in the administration of the ERASMUS Programme, notably, the financial statements of the programme coordinators. The financial statements provide information on each student's gender, age, home and host institution, field of study, years of study before going abroad, gender, age, duration of study period abroad and the amount of ERASMUS support. Additionally, the students' replies to a compulsory four-page report form, from which a sample has been taken, were used as source material. So this report also gives a general idea of the experiences of the 1989/90 ERASMUS students, i.e. the year in which the more extended biannual survey on the experiences of ERASMUS students was not undertaken.

This report provides information on

- 1,311 programmes (ICPs) receiving grants for student mobility and 17,804 network students;
- 472 students supported by the ERASMUS scheme but not participating in officially approved ICPs ("free movers").
- 378 students spending a period in another Member State of the European Community in the framework of the European Credit Transfer System (ECTS) in this initial year.

This report refers to 36 programmes less than the 1,348 ICPs originally awarded. This difference is due to the facts that some programmes withdrew or eventually did not realise the envisaged student mobility.

The data is not complete in terms of student numbers. Due to the late provision of information, 600 network students could not be taken into consideration. 317 of these students came from Italy, 177 from France. Therefore the participation of these countries was actually higher than the Tables show. Regarding the biographical profile of the students from these countries, the average grant and the duration of their study period abroad, the figures presented are unlikely to be misleading, because there is no incidence that the missing students differ strongly from those who were taken into consideration. Complete information will be provided by a pluriannual comparison report on the first four years of ERASMUS that will be published in 1993.

2. Development of Student Mobility Within ERASMUS 1989/90

This chapter is a summary of the figures presented and analysed in detail in the following chapters. The data presented describe the main statistical patterns of ERASMUS student mobility of 1989/90 and are compared with the preceding year (1988/89).

2.1 Size of the Programmes

As stated in the introduction 1,311 ICPs included student mobility programmes in 1989/90, i.e. a growth of 46 % compared to the preceding year (895 ICPs). 17,804 students were exchanged within the framework of these programmes (90 % more than in 1988/89). The number of institutions involved was 798 (26 % more than the 631 institutions involved in 1988/89). An even higher increase can be noted regarding the active partners and the number of student flows between them: 4,391 partners[1] (two thirds more than 1988/89) realized 5,272 flows (double that of the 1988/89 figure).

Looking at the ratios in Table 1 we note an average of 4.02 flows per programme (B:A) in 1989/90 which comprised 3.4 network-students abroad (L:B), so that 13.6 students per programme were exchanged (L:A). Of the average ICP 3.35 partners who cooperated in student mobility (F:A), 60.0 % sent and received students; whereas 17.8 % only sent and 22.2 % only received students. The proportion of partners simultaneously receiving and sending students was about 7 % higher in 1989/90 than in the preceding year. Correspondingly, the proportion of departments only receiving students (from 25.9 % to 22.2 %) and only sending students (from 21.0 % to 17.8 %) declined between 1988/89 and 1989/90.

The increase in the number of students reflects the introduction of new Inter-University Cooperation Programmes and a higher number of flows per programme; the number of students per flow did not change from one year to the other. The higher ratio of flows per programme mentioned seems to have been caused by a higher number of partners per programme on the one hand and by a slightly stronger involvement of the partners (sending and receiving) on the other.

Summing up, the third year of the ERASMUS Programme saw not only an expansion in student mobility but also a strengthening of the inter-university networks.

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[1] The sub-units of higher education institutions that participate in an ICP (i.e. faculties resp. departments) are considered as active partners. See also the glossary of technical terms on page 7.

Table 1
Key Ratios: Participating Inter-University Cooperation Programmes, Higher Education Institutions, Partners and Students, 1988/89 and 1989/90 (absolute numbers or ratios)

Code	Measure	1988/89	1989/90
A	Inter-University Cooperation Programmes (ICPs)	895	1,311
B	Flows	2,737	5,272
C	Higher education institutions involved (sending and/or receiving students)	631	798
D	Partners sending students abroad	1,951	3,418
E	Partners receiving students from abroad	2,081	3,609
F	Active partners (sending and/or receiving students)	2,633	4,391
G	Partners both sending and receiving students	1,399	2,636
H	Partners only sending students abroad	552	782
I	Partners only receiving students from abroad	682	973
K	Students awarded ERASMUS grants*	9,948	18,276
L	Network-students	9,357	17,804
M	Free movers	511	472
N	Not identified	80	-
B : A	Flows per programme	3.06	4.02
D : A	Sending partners per programme	2.18	2.61
E : A	Receiving partners per programme	2.33	2.75
F : A	Active partners per programme	2.94	3.35
D : C	Sending partners per institution	3.09	4.28
E : C	Receiving partners per institution	3.30	4.52
F : C	Active partners per institution	4.17	5.51
B : D	Host partners per sending partner	1.40	1.54
B : E	Sending partners per receiving partner	1.32	1.46
D : F	Proportion of sending partners among active partners	74.1 %	76.1 %
E : F	Proportion of receiving partners among active partners	79.0 %	80.4 %
G : F	Proportion of partners both sending and receiving students among active partners	53.1 %	60.0 %
H : F	Proportion of only sending partners among active partners	21.0 %	17.8 %
I : F	Proportion of only receiving partners among active partners	25.9 %	22.2 %
L : A	Students per programme	10.5	13.6
L : C	Students per institution	14.8	22.3
L : D	Students per sending partner	4.8	5.2
L : E	Students per receiving partner	4.5	4.9
L : B	Students per flow	3.4	3.4

* Incl. free movers

The figures presented in Table 2 show only small changes in the percentage of participation within the EC-Member States between 1988/89 and 1989/90. France shows the biggest differences with a decrease of about 2 % in the proportion of ICPs coordinated and in the proportion of active partners. A comparison of ICP-coordination with the respective proportion of active partners across the EC-Member States shows the same patterns in 1989/90 as in the year before: In both years, Belgian and Italian partners each coordinated a relatively high number of ICPs compared to their proportion of active partners. In the Dutch case we note a stronger difference between both indicators in 1989/90 (2.5 %) than in 1988/89 (1.1 %). Regarding the other countries the proportions of ICP-coordination are either about the same as, or smaller than, the respective proportions of active partners.

Table 2
Number of ICPs Coordinated and Number of Active Partners 1988/89 and 1989/90 - by EC-Member State

EC-Member State	Number of ICPs coordinated		Percent of ICPs coordinated		Number of partners		Percentage of partners	
	88/89	89/90	88/89	89/90	88/89	89/90	88/89	89/90
B	65	106	7.3	8.1	139	250	5.3	5.7
D	127	171	14.2	13.0	411	669	15.7	15.2
DK	19	43	2.1	3.3	52	116	2.0	2.6
E	89	125	9.9	9.5	291	509	11.1	11.6
F	189	247	21.1	18.8	571	874	21.8	19.9
GR	16	25	1.8	1.9	57	106	2.2	2.4
I	113	171	12.6	13.0	264	465	10.1	10.6
IRL	15	32	1.7	2.4	59	120	2.3	2.7
L	-	-	-	-	-	2	-	0.0
NL	77	121	8.6	9.2	195	296	7.5	6.7
P	22	31	2.5	2.4	67	125	2.6	2.8
UK	163	239	18.2	18.2	511	859	19.5	19.5
Total	895	1,311	100.0	100.0	2,617	4,391	100.0	100.0

2.2 Country of Home Institution and Host Country

Among all students awarded an ERASMUS grant in 1989/90, the percentage of students from German, French, Spanish, Greek, and Danish institutions was higher than in the preceding year. The percentage of students from Dutch, Belgian, Irish and Portuguese

institutions remained constant, whereas that from Italy and the United Kingdom decreased (see Table 3).

In comparing the number of ERASMUS students (network students and free movers) to the proportion of 18-25 year olds and the proportion of all the students of the respective countries in higher education, we note substantial changes in the number of ERASMUS grantees in 1989/90 compared to the preceding year. In the case of British students we observe a closer correspondence of both proportions in 1989/90 than in the preceding year, whereas in France, we note an over-representation of ERASMUS grantees in 1989/90 which did not exist in 1988/89. The under-representation of Italian ERASMUS students was even stronger in 1989/90 than in 1988/89, whereas the increased number of Spanish ERASMUS grantees led to a better representation. We do not observe a general trend towards a more balanced participation of ERASMUS students in terms of country of their home institution.

Table 3
ERASMUS Students 1988/89 and 1989/90 by Country of Home Institution Compared to the Proportion of the 18-25 Age Cohort and of all Higher Education Students in EC Member States; Ratio of Students Received to Students Sent 1988/89 and 1989/90 (absolute numbers and percentages; ratios)

EC-Member State	Number of ERASMUS grantees		Percentage of ERASMUS grantees		18-25-year-olds (1988)*	All HE stud. (1988/89)*	Ratio of students received to students sent	
	88/89	89/90	88/89	89/90	%	%	88/89	89/90
B	403	731	4.0	4.0	2.8	3.3	0.78	0.97
D	1,715	3,603	17.2	19.7	21.5	22.9	0.90	0.73
DK	187	404	1.9	2.2	1.5	1.5	0.80	0.65
E	1,064	2,123	10.4	11.6	12.1	13.2	0.85	0.88
F	1,779	3,776	17.9	20.7	15.6	17.8	1.36	1.14
GR	194	444	2.0	2.4	2.8	2.6	0.60	0.50
I	1,390	1,918	14.0	10.5	17.6	16.3	0.64	0.71
IRL	193	340	2.0	1.9	1.0	1.0	1.27	1.68
L	31	-	0.3	-	-	-		
NL	664	1,219	6.7	6.7	4.7	5.2	0.89	0.80
P	161	272	1.6	1.5	3.2	2.2	0.99	0.95
UK	2,164	3,446	21.8	18.9	17.2	14.0	1.20	1.48
Total	9,945	18,276	100.0	100.0	100.0	100.0	1.00	1.00

* Source: ERASMUS-Bureau

The percentages of ERASMUS grantees from each Member State are, Belgium and Germany excepted, nearly the same as the respective percentages of active partners (Table 2) in 1989/90, whereas in 1988/89 the imbalance between both these indicators of participation was greater.

In comparing the ratio of students received to that of students sent abroad (Table 3), we note somewhat stronger imbalances than in the year before. In the case of the United Kingdom and Ireland, incoming students outnumbered outgoing students in 1989/90 even more than in 1988/89. In the case of France and Belgium the ratio became more balanced, whereas in Germany, Denmark and Greece the discrepancy between outgoing and incoming students is even higher in 1989/90 than in the previous year. With regard to the other EC-Member States the ratios changed less than 0.10 points between the two years.

2.3 Field of Study

Business studies and languages were most strongly represented in ERASMUS student mobility in 1988/89 as well as in 1989/90. The number of language students exchanged was more than twice as high in 1989/90 than in the preceding year, whereas the increase in business studies was about 50 %, i.e. more language than business students studied abroad in 1989/90 whereas the situation was reversed in 1988/89. Social sciences, engineering and law were the next best represented in both years. The number of students enrolled in law studies almost doubled from 1988/89 to 1989/90; and the number of students enrolled in social sciences and engineering in 1989/90 was more than 100 % higher than in the previous year.

The subject area spread of Inter-University Cooperation Programmes deviated to some extent from the student number spread. The most considerable differences are the relatively low proportion of business-ICPs and the relatively high proportion of ICPs in engineering (see Table 4); these differences were even more striking in 1989/90 than in the year before.

Table 4
ERASMUS Grantees and Inter-University Cooperation Programmes 1988/89 and1989/90 - by Field of Study (absolute numbers and percentages)

Field of Study	Number of ERASMUS-grantees		Percentage of ERASMUS-grantees		Number of Inter-University Cooperation Programmes		Percentage of Inter-University Cooperation Programmes	
	88/89	89/90	88/89	89/90	88/89	89/90	88/89	89/90
Agriculture	160	221	1.6	1.2	32	36	3.6	2.7
Architecture	324	444	3.3	2.4	25	47	2.8	3.6
Art and design	299	627	3.0	3.4	27	49	3.0	3.7
Business	2,529	3,913	25.6	21.4	95	114	10.6	8.7
Education	126	300	1.3	1.6	18	30	2.0	2.3
Engineering	734	1,715	7.4	9.4	120	184	13.4	14.0
Geography	207	368	2.1	2.0	25	33	2.8	2.5
Humanities	346	637	3.5	3.5	43	74	4.8	5.6
Languages	2,140	4,333	21.6	23.7	188	267	21.0	20.4
Law	895	1,725	9.1	9.4	63	88	7.0	6.7
Mathematics	257	415	2.6	2.3	36	51	4.0	3.9
Medical sciences	311	541	3.1	3.0	42	67	4.7	5.1
Natural sciences	546	964	5.5	5.3	83	111	9.3	8.5
Social sciences	825	1,782	8.3	9.8	86	122	9.6	9.3
Communication	14	137	.1	.7	2	12	0.2	0.9
Other areas	42	106	4	.6	2	7	0.2	0.5
Various	131	43	1.3	.2	8	19	0.9	1.4
Total	9,886	18,271	100.0	100.0	895	1,311	100.0	100.0

2.4 Timing of the Study Period Abroad and Age

The average number of years of study completed before study abroad in 1989/90 was the same as in 1988/89, namely 2.8. The average age of students going abroad differed only slightly (22.7 years in 1988/89 to 22.8 years in 1989/90, see Table 5). The difference in age at entry into higher education was also small (19.7 to 19.9). If we compare the figures for both years by country we note that the patterns did not change significantly. Only the Greek contingent of 1989/90 (23.1) was younger than in 1988/89 (24.3). British and Irish students went abroad at a relatively early stage of their studies and were relatively young, Danish and Portuguese students were the oldest.

Table 5
Timing, Age and Duration of Study Period Abroad of ERASMUS Grantees 1988/89 and 1989/90 - by Country of Home Institution (mean)

Country of home institution	Years of Study before going abroad		Age of ERASMUS grantees		Duration of study period abroad (months)	
	88/89	89/90	88/89	89/90	88/89	89/90
B	3.3	3.3	22.7	22.4	4.4	4.5
D	2.8	2.8	23.7	23.8	7.2	6.9
DK	3.7	3.3	25.3	25.0	5.5	5.4
E	3.8	3.7	22.7	22.7	5.3	5.9
F	2.6	2.4	21.8	21.9	7.1	6.9
GR	2.7	3.1	24.3	23.1	4.7	5.3
I	3.6	3.6	23.7	23.8	4.6	5.1
IRL	2.3	2.2	20.9	20.9	7.5	6.5
L	-	-	-	-	5.0	-
NL	3.7	3.3	23.6	23.5	4.7	5.0
P	3.5	-	24.5	24.7	5.1	5.3
UK	1.8	1.8	21.2	21.4	7.0	6.6
Total	2.8	2.8	22.7	22.8	6.2	6.2
(n)	(8,118)	(16,649)	(8,899)	(15,445)	(9,795)	(18,167)

2.5 Duration of the Study Period Abroad

The proportion of students who went abroad for 4-6 months in 1989/90 was larger (41.2 %) than in the second year of ERASMUS (36.8 %). The relative number of students who went abroad for three months decreased from 31.3 % to 23.4 %, whereas that of students going abroad for between seven months and one full year increased (from 28.1 % to 32.8 %).

On average ERASMUS students went abroad for 6.2 months (see Table 5). The deviations from this figure by country were somewhat smaller in 1989/90 (from 4.5 to 6.9) than in 1988/89 (from 4.4 to 7.5). The countries with the longest average stays abroad in 1989/90 and 1988/89, were Germany, France, Ireland and the United Kingdom; in both years Belgian students went abroad for the shortest periods. In the cases of Spain, Greece and Italy the average duration of study abroad was prolonged by about half a month in 1989/90 compared to the preceding year, whereas in 1989/90 the average study period abroad of Irish students was shortened by one month compared to the previous year.

2.6 Gender of the Participating Students

In 1989/90 56.4 % of the ERASMUS grantees were female, i.e. slightly more than in 1988/89 (55.3 %). Apart from the United Kingdom, the percentage of female students, according to country of home institution, was higher in 1989/90 than in the year before. A comparison of female participation in ERASMUS with the number of students in higher education within the EC-Member States in general is instructive. We do not have sufficient data from all countries but in the case of five countries for which data is available the respective proportion of female ERASMUS grantees was higher than female participation in general in higher education: 49 % of Belgian students compared to 52.9 % Belgian ERASMUS grantees were female. The respective figures for Germany are 38 % and 50.4 %, for Spain 50 % and 57.3 %, for France (universities only) 54 % and 59.0 %, and for Italy 47 % and 61.0 %.

Within the fields of the humanities the proportion of female students did not change between 1988/89 and 1989/90 (74.8 % female students in both years). In social sciences the percentage of female students increased from 53.3 % in 1988/89 to 56.1 % in 1989/90, whereas in natural sciences and engineering the percentage of female students slightly decreased from 35.5 % to 33.3 %.

2.7 ERASMUS Student Mobility Grants

The average student mobility grant was 1,231 ECU in 1989/90, i.e. 104 ECU more than in the preceding year (1,127 ECU). But the average grant by the home country differs substantially from this figure. The highest amounts were received by students from the southern countries of the EC (Portugal 2,316 ECU, Italy 1,686 ECU, Spain 1,524 ECU, and Greece 1,523 ECU). The lowest amount was received by Irish students (825 ECU), followed by the Dutch (837 ECU), and the British (895 ECU). By and large, the differences by country followed the same pattern as in 1988/89 (first column of Table 6). Compared to 1988/89 ERASMUS grantees received higher grants in 1989/90 in most Member States. Only in Denmark, Greece, and the United Kingdom did the average amount decrease.

The ratio between the total ERASMUS-budget spent by each NGAA and the total study abroad months is seen in the third and fourth coulumn of Table 6. The total ratio increased slightly (about 9 %) from 183 ECU in 1988/89 to 199 ECU in 1989/90. The pattern of deviance the EC ratio as a whole is similar to that of the average grant received: High ratios in the southern EC-Member States, low in the United Kingdom, Ireland, the Netherlands, and France.

Table 6
Average ERASMUS Grant Received by Students, Average ERASMUS-Grant Spent per Student Month, and Distribution of ERASMUS-Budget Provided for Grants 1988/89 and 1989/90 - by Country of Home Institution (mean, ratio and percentage)

Country of home institution	Amount of ERASMUS grant (mean)		Amount of grant spent per month (ratio)		Percentage of grant support	
	88/89	89/90	88/89	89/90	88/89	89/90
B	892	982	205	217	3.0	3.2
D	1,347	1,472	186	204	20.8	23.6
DK	1,071	983	193	183	1.6	1.8
E	1,394	1,524	265	253	12.6	14.4
F	895	1,039	125	144	17.1	17.4
G	1,545	1,523	332	288	2.6	3.0
I	1,506	1,686	326	330	17.1	14.4
IRL	648	825	103	127	0.9	1.2
L	1,620	-	327	-	0.8	-
NL	667	837	142	166	5.1	4.5
P	1,669	2,316	330	436	2.4	2.8
UK	917	895	130	127	15.9	13.7
Total	1,127	1,231	183	199	100.0	100.0

The last column of Table 6 shows the distribution of the ERASMUS student grant budget. In 1989/90 Germany spent the largest proportion (23.6 %) followed by France (17.4 %). The Spanish, Italian and British NGAA each spent about 14 % of the total ERASMUS-budget on grants. In other countries the respective proportions were lower than 5 %. A comparison of the proportions to those of the year before shows some changes: The share of Germany and Spain increased, whereas there was a decrease in Italy and the United Kingdom. It should be added, that the national shares of the ERASMUS-budget follow closely the proportions of the 18-25 year olds and the students in higher education (see Table 3), with the exception of Italy, which spent a considerably lower proportion of the total ERASMUS-budget compared to these population based ratios.

3. The Programmes and the Participating Institutions and Units

As stated in the introduction, this report is based on information on 1,311 Inter-University Cooperation Programmes (ICPs) supported in 1989/90. In discussing the profile of the ICPs we should bear in mind that 72 % of the applications had been approved and that most programmes received considerably less support than they applied for. Inevitably, the profile of the accepted student mobility programmes was shaped also by the selection process.

Table 7 shows that ICPs consisted of only two active partners in nearly half of all cases. Of the programmes involving more than two partners three or four institutions cooperated in 29 % of programmes, and five or six partners participated in 11 % of ICPs. More than six cooperating institutions were reported in 8 % of all cases - 26 being the largest.

Table 7
Number of Partners of Institutions of Higher Education Cooperating in Individual Inter-University Cooperation Programmes (ICPs) 1989/90 (absolute numbers and percentages)

Number of partners per ICP	Partners according to application*		Active partners per ICP		Number of flows	Potential flows**		Actual ERASMUS supported flows	
	No.	%	No.	%		No.	%	No.	%
1	-	-	-	-	1	-	-	251	19.1
2	651	49.7	676	51.6	2	676	51.6	500	38.1
3	244	18.6	250	19.1	3	-	-	117	8.9
4	147	11.2	134	10.2	4	-	-	99	7.6
5	94	7.2	98	7.5	5	-	-	76	5.8
6	62	4.7	47	3.6	6	250	19.1	69	5.3
7	34	2.6	41	3.1	7	-	-	34	2.6
8	22	1.7	21	1.6	8	-	-	33	2.5
9	17	1.3	12	0.9	9	-	-	23	1.8
10	9	0.7	7	0.5	10	-	-	24	1.8
11+	31	2.4	25	1.9	11+	385	29.3	85	6.5
Total	1,311	100.0	1,311	100.0	Total	1,311	100.0	1,311	100.0

* Among all ICPs awarded ERASMUS support for student mobility

** Flows technically possible given the number of partners involved (not excluding two institutions in the same country)

The number of active partners in each ICP was in most cases (74 %) identical to that stated in the applications. One or more partners (mainly 1 or 2) were inactive in 16 % of the programmes, and 10 % reported additional partners. These changes, however, scarcely affect the percentages of programmes grouped by the number of partners (compare the third and fifth column of Table 7).

If all the active partners in each programme had had reciprocal exchanges, the actual number of student flows would have exceeded 17,300. In reality, however, only 5,272 flows were registered by ERASMUS grants. Some programmes did not envisage two-way flows between all partners, in other cases the flows envisaged did not materialize. Table 7 shows that only one ERASMUS-supported flow was noted in 19.1 % of the ICPs, 38.1 % of the ICPs comprised two flows, and 42.8 % involved three and more flows.

Table 8
Number of Inter-University Cooperation Programmes 1989/90 - by Field of Study (absolute numbers and percentages)

Field of study	Number	Percent
Agriculture	36	2.7
Architecture	47	3.6
Art and design	49	3.7
Business	114	8.7
Education	30	2.3
Engineering	184	14.0
Geography	33	2.5
Humanities	74	5.6
Languages	267	20.4
Law	88	6.7
Mathematics	51	3.9
Medical sciences	67	5.1
Natural sciences	111	8.5
Social sciences	122	9.3
Communication	12	.9
Other areas	7	.5
Various	19	1.4
Total	1,311	100.0

Table 8 shows Inter-University Cooperation Programmes by field of study. Languages (20.4 %) were most frequently represented. The large proportion of engineering (14.0 %) and natural sciences programmes (8.5 %) - the latter in fifth place behind social sciences (9.3 %) and business studies (8.7 %) - indicates that student mobility was not exclusively focused on fields which explicitly address international and inter-cultural issues. A substantial proportion of ICPs were also observed in law (6.7 %). Education was markedly underrepresented in student mobility in relation to the total number of students in this subject area in the European Community (although one should note that many students, e.g. language students, also become teachers).

Table 9 shows the number of programme coordinators by country. French (18.8 %), British (18.2 %), German and Italian (13.0 % each) institutions of higher education coordinated the largest number of ICPs. Coordination by country corresponds in most cases with other kinds of participation, e.g. the number of partners or students (cf. Table 18). In comparision to the number of partners, however, Belgium, the Netherlands and Italy take the largest shares in the coordination of the ICPs. Compared to the number of higher education students by country (cf. Table 24), Belgium, Ireland, Denmark and the Netherlands play a notably strong role in the coordination of ICPs.

Table 9
EC Member State of Coordinators of Inter-University Cooperation Programmes 1989/90 (absolute numbers and percentages)

Country of coordinator	Number	Percent
B	106	8.1
D	171	13.0
DK	43	3.3
E	125	9.5
F	247	18.8
GR	25	1.9
I	171	13.0
IRL	32	2.4
NL	121	9.2
P	31	2.4
UK	239	18.2
Total	1,311	100.0

Table 10
Student Mobility Flows 1989/90 - by Country of Home Institution and Host Country (percentages; absolute numbers in brackets)

Country of home institution	Host country												Total
	B	D	DK	E	F	GR	I	IRL	L	NL	P	UK	
B	.0	14.0	3.5	11.4	16.6	1.7	9.6	3.8	.0	19.2	2.3	17.8	100.0
	.0	6.6	10.7	7.3	5.1	7.3	6.7	6.6	.0	17.2	7.5	4.9	6.5
	(0)	(48)	(12)	(39)	(57)	(6)	(33)	(13)	(0)	(66)	(8)	(61)	(343)
D	3.4	.0	.8	10.0	25.8	1.5	9.5	4.7	.0	8.6	2.0	33.5	100.0
	10.4	.0	6.3	15.8	19.6	15.9	16.3	20.4	.0	19.1	16.0	22.9	16.0
	(29)	(0)	(7)	(84)	(218)	(13)	(80)	(40)	(0)	(73)	(17)	(283)	(844)
DK	10.2	14.3	.0	7.5	10.9	2.0	12.2	1.4	.0	9.5	3.4	28.6	100.0
	5.4	2.9	.0	2.1	1.4	3.7	3.7	1.0	.0	3.7	4.7	3.4	2.8
	(15)	(21)	(0)	(11)	(16)	(3)	(18)	(2)	(0)	(14)	(5)	(42)	(147)
E	6.4	11.6	1.6	.0	29.3	.6	14.4	3.8	.0	7.0	1.9	23.5	100.0
	15.8	10.9	9.8	.0	18.1	4.9	20.2	13.3	.0	12.5	12.3	13.1	13.1
	(44)	(80)	(11)	(0)	(202)	(4)	(99)	(26)	(0)	(48)	(13)	(162)	(689)
F	3.9	19.0	1.1	15.0	.0	2.0	10.3	5.1	.1	3.9	2.9	36.9	100.0
	12.5	23.6	8.9	25.6	.0	22.0	19.1	23.5	50.0	9.1	24.5	27.1	17.3
	(35)	(173)	(10)	(136)	(0)	(18)	(94)	(46)	(1)	(35)	(26)	(335)	(909)
GR	9.3	12.1	2.9	2.9	23.6	.0	5.7	3.6	.0	5.0	.0	35.0	100.0
	4.7	2.3	3.6	.8	3.0	.0	1.6	2.6	.0	1.8	.0	4.0	2.7
	(13)	(17)	(4)	(4)	(33)	(0)	(8)	(5)	(0)	(7)	(0)	(49)	(140)
I	6.2	13.4	2.7	14.6	25.4	1.5	.0	4.1	.2	9.1	1.5	21.1	100.0
	12.9	10.7	14.3	16.0	13.3	11.0	.0	12.2	50.0	13.8	8.5	10.0	11.1
	(36)	(78)	(16)	(85)	(148)	(9)	(0)	(24)	(1)	(53)	(9)	(123)	(582)
IRL	7.5	21.9	.0	8.7	28.7	1.9	9.4	.0	.0	3.1	2.5	16.2	100.0
	4.3	4.8	.0	2.6	4.1	3.7	3.1	.0	.0	1.3	3.8	2.1	3.0
	(12)	(35)	(0)	(14)	(46)	(3)	(15)	(0)	(0)	(5)	(4)	(26)	(160)
NL	12.0	16.5	4.2	10.5	11.6	1.6	10.9	3.1	.0	.0	1.8	27.8	100.0
	19.4	10.1	17.0	8.8	4.7	8.5	10.0	7.1	.0	.0	7.5	10.1	8.5
	(54)	(74)	(19)	(47)	(52)	(7)	(49)	(14)	(0)	(0)	(8)	(125)	(449)
P	8.3	11.7	1.4	11.0	29.0	.7	9.7	2.1	.0	6.2	.0	20.0	100.0
	4.3	2.3	1.8	3.0	3.8	1.2	2.9	1.5	.0	2.3	.0	2.3	2.8
	(12)	(17)	(2)	(16)	(42)	(1)	(14)	(3)	(0)	(9)	(0)	(29)	(145)
UK	3.4	22.1	3.6	11.2	35.1	2.1	9.5	2.7	.0	8.5	1.9	.0	100.0
	10.4	25.8	27.7	18.0	27.0	22.0	16.5	11.7	.0	19.1	15.1	.0	16.3
	(29)	(189)	(31)	(96)	(301)	(18)	(81)	(23)	(0)	(73)	(16)	(0)	(857)
Total	5.3	13.9	2.1	10.1	21.2	1.6	9.3	3.7	.0	7.3	2.0	23.5	100.0
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
(n)	(279)	(732)	(112)	(532)	(1115)	(82)	(491)	(196)	(2)	(383)	(106)	(1235)	(5265)

Table 10 presents a second measure of participation: the number of student flows (see "B" in Table 1). In 1989/90 students within 5,272 flows received an ERASMUS grant. On average, there were 4.02 flows per ICP [B : A].

Table 11
Student Mobility Flows 1989/90 per Inter-University Cooperation Programme 1989/90 - by Field of Study (percentages)

	Flows per programme												Total
Field of study	1	2	3	4	5	6	7	8	9	10	11-20	21-57	
Agri-culture	19.4	38.9	19.4	8.3	.0	.0	2.8	2.8	.0	.0	5.6	2.8	100
Archi-tecture	27.7	31.9	6.4	12.8	8.5	2.1	4.3	2.1	2.1	.0	2.1	.0	100
Art and design	16.3	32.7	10.2	14.3	4.1	8.2	4.1	.0	.0	2.0	6.1	2.0	100
Busi-ness	21.1	26.3	6.1	3.5	7.9	10.5	3.5	2.6	.9	2.6	8.8	6.1	100
Edu-cation	16.7	36.7	6.7	13.3	10.0	3.3	6.7	3.3	.0	.0	3.3	.0	100
Engin-eering	28.8	40.8	8.7	5.4	4.9	2.7	2.7	1.6	1.1	1.1	2.2	.0	100
Geo-graphy	15.2	30.3	6.1	6.1	9.1	12.1	.0	.0	9.1	3.0	6.1	3.0	100
Human-ities	23.0	36.5	6.8	9.5	5.4	1.4	2.7	6.8	2.7	1.4	4.1	.0	100
Lang-uages	9.7	43.4	7.5	7.9	7.5	7.1	1.9	1.9	2.6	2.6	6.4	1.5	100
Law	13.6	50.0	5.7	5.7	2.3	5.7	1.1	3.4	3.4	2.3	3.4	3.4	100
Mathe-matics	23.5	31.4	15.7	11.8	7.8	.0	2.0	2.0	2.0	3.9	.0	.0	100
Medical sciences	29.9	40.3	10.4	3.0	4.5	6.0	3.0	1.5	.0	.0	1.5	.0	100
Natural sciences	21.6	38.7	9.9	8.1	5.4	4.5	.9	.9	.9	3.6	4.5	.9	100
Social sciences	14.8	36.9	11.5	9.0	4.9	4.1	4.9	4.9	.8	.8	5.7	1.6	100
Commun-ication	8.3	25.0	25.0	16.7	.0	16.7	.0	.0	.0	.0	8.3	.0	100
Other areas	57.1	.0	28.6	.0	.0	.0	.0	.0	.0	.0	14.3	.0	100
Various	10.5	42.1	.0	.0	5.3	5.3	.0	10.5	5.3	.0	21.1	.0	100
Total	19.1	38.1	8.9	7.6	5.8	5.3	2.6	2.5	1.8	1.8	5.0	1.5	100
(n)	(251)	(500)	(117)	(99)	(76)	(69)	(34)	(33)	(23)	(24)	(65)	(20)	(1311)

If we exclude Luxembourg, we note that students from the 11 EC-Member States went to almost all the other EC-Member States within the framework of ERASMUS. Of the 110

cross-national flows possible, 108 took place. No student went from Greece to Portugal and from Ireland to Denmark.

Single ERASMUS student flows per programme were most common in medicine/health sciences (29.9 %) and engineering (28.8 %) (see Table 11). The average number of flows per programme (2.6 and 2.8) was lowest in these two fields (Table 12). Student mobility programmes in business studies, on the other hand, had an average of 6.0 flows per ICP.

Table 12
Average Number of Student Mobility Flows per Inter-University Cooperation Programme 1989/90 - by Field of Study (mean and absolute numbers)

Field of study	Number of flows	
	Mean	No. of ICPs
Agriculture	3.8	(36)
Architecture	3.2	(47)
Art and design	4.3	(49)
Business	6.0	(114)
Education	3.5	(30)
Engineering	2.8	(184)
Geography	5.0	(33)
Humanities	3.5	(74)
Languages	4.5	(267)
Law	4.8	(88)
Mathematics	3.1	(51)
Medical sciences	2.6	(67)
Natural sciences	3.6	(111)
Social sciences	4.1	(122)
Communication	4.3	(12)
Other areas	3.4	(7)
Various	5.7	(19)
Total	4.0	(1,311)

On an institutional level reciprocity of incoming and outgoing flows is seen in half of the cases: 395 institutions are found on the descending diagonal of Table 13, i.e. they sent about the same number of flows abroad as they received. About two thirds of the 210 institutions which neither received nor send students were only involved in ERASMUS with one single flow. Table 13 also indicates the wide range of involvement in ERASMUS by

institution. On the one hand 129 institutions have no less than 22 incoming or outgoing flows, on the other hand 139 institutions were involved in ERASMUS with a single flow.

Table 13
Number of Flows Received per Institution 1989/90 - by Number of Flows Sent Abroad per Institution
(percentages by number of sending flows)

Number of flows sent abroad	Number of flows received					Total
	0	1	2 - 4	5 - 10	11 and more	
0	.0	65.7	23.8	8.4	2.1	100.0
1	31.5	51.0	12.6	4.9	.0	100.0
2 - 4	9.4	16.8	58.1	14.7	1.0	100.0
5 - 10	2.4	1.8	26.1	49.7	20.0	100.0
11 and more	.0	.6	1.9	14.7	82.7	100.0
Total	8.4	25.4	26.2	19.0	20.9	100.0

Table 14 compares the number of eligible institutions of higher education and the institutions, departments and partners which were actually involved in ERASMUS student exchange in 1989/90. In total there were 798 institutions of higher education, 3,340 departments and 4,391 active partners involved in 1,311 ICPs. About one fifth of all eligible institutions in the EC participated in ERASMUS. In Belgium, France, the Netherlands and Denmark only one (or less) in seven higher education institutions participated, whereas in the case of Italy and Spain the ratio was one in two and two in three respectively. A comparison between proportions of departments and the proportions of partners by country shows only small differences. With regard to the number of institutions there is no such correspondence and the high number of French institutions is especially notable.

Table 14
Eligible Institutions of Higher Education, Participating Institutions, Departments and Partners 1989/90 - by Country (absolute numbers and percentages)

	Elig. institutions		Part. institutions		Departments		Partners	
Country	Number	Percent	Number	Percent	Number	Percent	Number	Percent
B	425	10.4	43	5.4	180	5.4	250	5.7
D	348	8.5	123	15.4	528	15.8	669	15.2
DK	195	4.8	28	3.5	90	2.7	116	2.6
E	66	1.6	46	5.8	355	10.6	509	11.6
F	1,982	47.0	250	31.3	672	20.1	874	19.9
GR	57	1.4	22	2.8	89	2.7	106	2.4
I	101	2.5	59	7.4	334	10.0	465	10.6
IRL	67	1.6	19	2.4	93	2.8	120	2.7
L	6	0.1	2	0.3	2	0.1	2	0.0
NL	321	7.8	44	5.5	211	6.3	296	6.7
P	124	3.0	23	2.9	100	3.0	125	2.8
UK	461	11.2	139	17.4	686	20.5	859	19.6
Total	4,099	100.0	798	100.0	3,340	100.0	4,391	100.0

Table 15 shows an average of 4.2 departments per institution of higher education participating in student mobility programmes. But there are substantial differences in terms of the country of institution: Spanish institutions participated with an average of 7.7 departments, French institutions with only 2.7 departments. These figures partly reflect the differences in institutional structures of the higher education systems; the French system can be characterised by a high number of specialised institutions in certain fields. In the case of Spain the 34 state-universities each cover a wide range of fields, and the private sector is weak compared to France.

Table 15
Average Number of Departments Participating in ICP per Institution of Higher Education and Average Number of Departmental Participations 1989/90 - by Country (mean and absolute numbers in brackets)

	Number of departments per institution		Number of departmental participations	
Country	Mean	No. of inst.	Mean	No. of dep.
B	4.2	(43)	1.4	(180)
D	4.3	(123)	1.3	(528)
DK	3.2	(28)	1.3	(909
E	7.7	(46)	1.4	(3559
F	2.7	(250)	1.3	(6729
G	4.0	(22)	1.2	(89)
I	5.7	(59)	1.4	(334)
IRL	4.9	(19)	1.3	(93)
L	1.0	(2)	1.0	(2)
NL	4.8	(44)	1.4	(211)
P	4.3	(23)	1.3	(100)
UK	4.9	(139)	1.3	(686)
Total	4.2	(798)	1.3	(3,342)

Table 15 also shows that the average number of departmental participations only marginally differs by country. Multiple participation by departments in ICPs does not vary substantially by Member State. The strong differences with regard to the average number of departments per institution nearly completely disappear at departmental participation level. As regards field of study, however, Table 16 shows that departments of language were most frequently involved in several ICPs (35.0 %), followed by architecture (26.9 %) and business studies (25.7 %).

Table 17 gives an overview of the number of partners sending and receiving students. Three categories are presented:

- 3,418 partners sent students abroad (D in Table 1),
- 3,609 partners received students from abroad (E), and
- 4,391 partners were involved in total, i. e. either sent and/or received students (F).

Table 16
Number of Partners per Department 1989/90 - by Field of Study (percentages; absolute numbers in brackets)

	Number of partners per department					Total	
Field of study	1	2	3	4	5-8	Percent	Mean
Agriculture	87.4	6.8	3.9	1.0	1.0	100	1.2
Architecture	73.1	19.2	5.8	1.0	1.0	100	1.4
Art and design	81.4	13.2	3.9	.8	.8	100	1.3
Business	76.3	15.2	5.6	2.5	.3	100	1.4
Education	93.5	5.4	1.1	.0	.0	100	1.1
Engineering	83.9	11.2	3.0	1.2	.7	100	1.2
Geography	91.6	6.7	.8	.8	.0	100	1.1
Humanities	78.5	16.9	2.3	1.7	.6	100	1.3
Languages	65.0	20.1	9.3	2.8	2.8	100	1.6
Law	82.0	13.1	1.8	.9	2.3	100	1.3
Mathematics	86.7	11.9	.7	.7	.0	100	1.2
Medical sciences	83.3	11.5	2.6	1.9	.6	100	1.3
Natural sciences	82.8	14.3	1.6	1.0	.3	100	1.2
Social sciences	80.1	13.3	3.8	2.2	.6	100	1.3
Communication	92.3	5.1	2.6	.0	.0	100	1.1
Other areas	95.2	4.8	.0	.0	.0	100	1.0
Various	84.2	12.3	1.8	1.8	.0	100	1.2
Total	79.5	13.9	4.0	1.6	1.0	100	1.3
(n)	(2,655)	(463)	(135)	(54)	(33)	(3,340)	(3,340)

On average, 3.35 partners per Inter-University Cooperation Programme were involved in sending and/or receiving students [F : A], whereas 2.61 partners per programme only sent students abroad [D : A] and 2.75 partners per programme only received students from abroad [E : A].

Table 17
Active Partners 1989/90 - by Country (absolute numbers and percentages)

EC Member State	Partners sending students		Partners receiving students		Partners sending and/ or receiving students	
	No.	%	No.	%	No.	%
B	202	5.9	187	5.2	250	5.7
D	577	16.9	542	15.0	669	15.2
DK	97	2.8	79	2.2	116	2.6
E	440	12.9	375	10.4	509	11.6
F	601	17.6	761	21.1	874	19.9
GR	95	2.8	59	1.6	106	2.4
I	380	11.1	360	10.0	465	10.6
IRL	93	2.7	112	3.1	120	2.7
L	-	-	2	.1	2	0.0
NL	239	7.0	246	6.8	296	6.7
P	111	3.2	86	2.4	125	2.8
UK	583	17.1	800	22.3	859	19.6
Total	3,418	100.0	3,609	100.0	4,391	100.0

Table 18 gives several indicators of the participation of the Member States in ERASMUS ICPs.[2]

- The largest number of ICP coordinators, participating institutions of higher education, active partners and students sent is found in France. Only the number of students received is lower than that of British institutions.
- The United Kingdom is in second place with regard to the number of ICP coordinators, participating institutions and partners. British students are strongly represented among the students receiving grants; the number of ERASMUS students going to the United Kingdom was significantly higher than the number of ERASMUS-supported students from the United Kingdom.
- Germany was third according to most indicators. There were slightly more German students than British ones going abroad. The number of students sent exceeds that of students received by about a third.

2 It should be noted that the number of students sent and received is in Table 17 lower than that reported in Table 24 which includes free movers as well, i.e. individual students outside ICPs.

Table18
Participation Quotas of EC Member States in ERASMUS Student Mobility Programmes 1989/90
(absolute numbers and percentages)

EC Member State	ICPs coordinated		Participating institutions		Active partners		Flows		Students sent		Students received	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
B	106	8.1	43	5.4	250	5.7	343	6.5	729	4.1	691	3.9
D	171	13.0	123	15.4	669	15.2	844	16.0	3,484	19.6	2,572	14.5
DK	43	3.3	28	3.5	116	2.6	147	2.8	320	1.8	256	1.4
E	125	9.5	46	5.8	509	11.6	689	13.1	2,122	11.9	1,831	10.3
F	247	18.8	250	31.3	874	19.9	911	17.3	3,764	21.1	4,166	23.4
GR	25	1.9	22	2.8	106	2.4	140	2.7	383	2.2	215	1.2
I	171	13.0	59	7.4	465	10.6	584	11.1	1,753	9.8	1,336	7.5
IRL	32	2.4	19	2.4	120	2.7	160	3.0	338	1.9	561	3.2
L	-	-	2	0.3	2	0.0	-	-	-	5	.0	
NL	121	9.2	44	5.5	296	6.7	450	8.5	1,213	6.8	957	5.4
P	31	2.4	23	2.9	125	2.8	147	2.8	254	1.4	257	1.4
UK	239	18.2	139	17.4	859	19.5	857	16.3	3,444	19.3	4,942	27.8
Total	1,311	100.0	798	100.0	4,391	100.0	5,272	100.0	17,804	100.0	17,789*	100.0

* The host country of 15 students could not be identified

- Italy coordinated as many ICPs as Germany but the number of participating institutions was considerably lower. With regard to the other indicators the participation quota of Italy was even lower than that of Spain. Italy received substantially less students than it sent abroad. The underrepresentation in terms of students sent is even more marked than that of students received.
- The Netherlands was in sixth position according to all indicators. It was overrepresented according to all indicators except the number of institutions participating and the number of students received.
- Belgium, consistently in seventh place, is similar to the Netherlands in its very strong representation for ICP coordination and lower participation regarding the other indicators.
- Ireland was overrepresented according to all indicators. As shown in chapter 2, a high participation by students is encouraged at the expense of the average grant to the students.
- Greece, Portugal and Denmark were the countries with the lowest percentages of participation. Compared to the corresponding age group and the higher education popula-

- Greece, Portugal and Denmark were the countries with the lowest percentages of participation. Compared to the corresponding age group and the higher education population Greece is underrepresented among students sent and received, Portugal is only underrepresented in terms of the 18-25 year olds but not in terms of student numbers. The percentage of Danish students receiving a grant was slightly higher than the respective percentages of Danish young people and students. The proportions of ICP coordinators, participating institutions and partners for Portugal and Denmark are higher than those of students sent and received.

Languages were the most frequently represented subject area among the active partners (20.8 %) and among ICPs. Engineering comprised 12.1 % and business studies 11.0 % of all partnerships participating (see Table 19).

Table 19
Activities of Partners 1989/90 - by Field of Study (absolute numbers and percentages)

	Partners sending students		Partners receiving students		Partners sending and/or receiving students		Inter-University Cooperation Programmes	
Field of Study	No.	%	No.	%	No.	%	No.	%
Agriculture	87	2.5	96	2.7	125	2.8	36	2.7
Architecture	107	3.1	111	3.1	144	3.3	47	3.6
Art and design	131	3.8	144	4.0	165	3.8	49	3.7
Business	365	10.7	413	11.4	482	11.0	114	8.7
Education	75	2.2	76	2.1	100	2.3	30	2.3
Engineering	391	11.4	402	11.1	530	12.1	184	14.0
Geography	99	2.9	109	3.0	132	3.0	33	2.5
Humanities	177	5.2	186	5.2	223	5.1	74	5.6
Languages	775	22.7	812	22.5	915	20.8	267	20.4
Law	242	7.1	245	6.8	288	6.6	88	6.7
Mathematics	111	3.2	119	3.3	165	3.8	51	3.9
Medical sciences	146	4.3	145	4.0	195	4.4	67	5.1
Natural sciences	274	8.1	294	8.1	382	8.7	111	8.5
Social sciences	328	9.6	338	9.4	411	9.4	122	9.3
Communication	34	1.0	35	1.0	43	1.0	12	0.9
Other areas	12	.4	17	.5	22	.5	7	0.5
Various	62	1.8	67	1.9	69	1.6	19	1.4
Total	3,418	100.0	3,609	100.0	4,391	100.0	1,311	100.0

The differences in ratios of active partners per programme [F : A] according to field of study were similar to ratios of flows per programme [B : A]. In business studies, 4.23 partners on average participated in each ICP. The corresponding ratio in natural sciences was 3.44, 3.43 in languages and 2.89 in engineering. Differences are more striking in the smaller subject areas. On the one hand a relatively large number of partners were involved in art and education programmes (both 3.17), on the other, we note high ratios of bilateral partnerships in medicine, engineering and law (see Table 20).

Table 20
Number of Institutions per Inter-University Cooperation Programme 1989/90 - by Field of Study
(percentages)

	Number of participating institutions per programme										Total	
Field of study	2	3	4	5	6	7	8	9	10	11-26	%	Mean
Agriculture	50.0	19.4	5.6	8.3	5.6	5.6	2.8	.0	.0	2.8	100	3.5
Architecture	53.2	21.3	14.9	8.5	.0	.0	.0	.0	.0	2.1	100	3.1
Art and design	44.9	22.4	14.3	8.2	6.1	.0	2.0	.0	.0	2.0	100	3.4
Business	44.7	13.2	11.4	7.9	7.0	3.5	2.6	3.5	.9	5.3	100	4.2
Education	40.0	23.3	10.0	20.0	3.3	.0	3.3	.0	.0	.0	100	3.4
Engineering	62.0	20.1	4.9	5.4	2.7	2.2	1.1	1.1	.0	.5	100	2.9
Geography	39.4	18.2	9.1	15.2	.0	6.1	6.1	.0	3.0	3.0	100	4.0
Humanities	55.4	16.2	13.5	8.1	2.7	1.4	2.7	.0	.0	.0	100	3.0
Languages	50.6	19.1	10.5	7.9	2.6	3.7	2.6	.4	.4	2.2	100	3.4
Law	59.1	12.5	9.1	8.0	4.5	2.3	.0	1.1	1.1	2.3	100	3.3
Mathematics	39.2	27.5	17.6	7.8	3.9	2.0	2.0	.0	.0	.0	100	3.2
Medical sciences	67.2	7.5	14.9	4.5	1.5	.0	1.5	1.5	.0	1.5	100	2.9
Natural sciences	50.5	25.2	5.4	3.6	2.7	8.1	.0	1.8	.0	2.7	100	3.4
Social sciences	45.1	23.0	10.7	9.0	6.6	2.5	.0	.8	.8	1.6	100	3.4
Communication	25.0	41.7	25.0	.0	.0	.0	.0	.0	8.3	.0	100	3.6
Other areas	57.1	14.3	14.3	.0	.0	14.3	.0	.0	.0	.0	100	3.1
Various	52.6	10.5	10.5	5.3	5.3	10.5	.0	.0	5.3	.0	100	3.6
Total	51.6	19.1	10.2	7.5	3.6	3.1	1.6	.9	.5	1.9	100	3.4
(n)	(676)	(250)	(134)	(98)	(47)	(41)	(21)	(12)	(7)	(25)	(1,311)	(1,311)

The ratio of flows per sending partner [B : D] indicates the average number of foreign destinations to which the partners sent their students. On average, partners sent students to 1.54 places abroad (see Table 21). Portuguese partners only sent students abroad to 1.32 partners each, whereas Dutch partners offered their students an average of 1.88 options for ERASMUS supported studies abroad. The actual number of options is probably lower than the figures suggest as individual students may not always have a real choice.

On average, the partners received students from 1.46 partners [B : E]. By country this ranged from 1.23 (Portugal) to 1.75 (Ireland). Apart from the United Kingdom and Ireland other countries sent students to slightly more partners than they received in return.

If reciprocal flows were the rule - i.e. if all partners sent students abroad and received students from abroad at the same time - the figures in the columns of Table 17 would be identical. The same would be true for Table 19. However, only 76.1 % of the active partners sent students abroad [D : F] in 1989/90, and 80.4 % of the partners received students from abroad.

Table 22 shows the proportion of active partners which both, sent and hosted ERASMUS-supported students. According to the data available,

- 2,636 partners (60.0 %) both sent and received students (G).
- 973 partners (22.2 %) only received students from abroad (I).
- 782 partners (17.8 %) only sent students, but did not receive students from abroad (H).

In the framework of ERASMUS reciprocal exchanges were the majority but not the rule in 1989/90. There was a notable high proportion of Greek, Danish and Portuguese partners which only sent, but did not host students.

Table 23 shows the number of ERASMUS-supported students (L) per Inter-University Cooperation Programme, per sending partner and per flow (see also below, Table 29).

In 4.3 % of the ICPs only a single student was abroad and more than one third of all ICPs (35.3 %) did not exchange more than five ERASMUS grantees. The largest third of ICPs in terms of student numbers sent a minimum of 11 students abroad (36.1 %). Only 13 programmes comprised more than 100 students. But these few ICPs with large student numbers comprised 13.4 % of all ERASMUS-grantees in 1989/90. About 45 % of all ERASMUS students were exchanged within ICPs with more than 25 students (i.e. 11 % of all programmes), whereas the ICPs with 1 or 2 students (11 % of all ICPs) only exchanged 1.3 % of all ERASMUS students.

16.1 % of sending partners sent out only one student, and almost three quarter (73.7 %) did not send more than five students abroad. 8.3 % sent more than 10 students abroad, but

these partners comprise more than 38 % of all ERASMUS grantees. The 54 % of partners which sent one, two or three students abroad, comprised 21 % of all ERASMUS grantees.

Table 21
Average Number of Flows per active Parter 1989/90 - by Country (mean; absolute numbers in brackets)

	Sending partners		Receiving partners	
	Mean	No.	Mean	No.
B	1.70	(202)	1.49	(187)
D	1.46	(577)	1.35	(542)
DK	1.52	(97)	1.42	(79)
E	1.57	(440)	1.42	(375)
F	1.52	(601)	1.47	(761)
G	1.47	(95)	1.39	(59)
I	1.54	(380)	1.36	(360)
IRL	1.72	(93)	1.75	(112)
L	-	-	1.00	(2)
NL	1.88	(239)	1.56	(246)
P	1.32	(111)	1.23	(86)
UK	1.47	(583)	1.54	(800)
Total	1.54	(3,418)	1.46	(3,609)

1,591 flows (30.2 %), comprised one student only. 86.3 % of the flows comprised up to five students, and only 2.6 % more than 10 students (in one extreme case 121 students went abroad from one institution to another one). The flows larger than 6 in terms of students represent a proportion of 10 % of flows and comprise 35 % of all ERASMUS grantees.

Additional students moved between the partners without an ERASMUS grant (this statistical survey addresses only students awarded an ERASMUS grant), but there are no comparable statistics available for 1989/90.

Table 22
Activities of Partners 1989/90 - by EC-country (percentages)

Country	Type of activities			Total
	Only sending	Only receiving	Sending and receiving	
B	25.2	19.2	55.6	100.0
D	19.0	13.8	67.3	100.0
DK	1.9	16.4	51.7	100.0
E	26.3	13.6	60.1	100.0
F	12.9	31.2	55.8	100.0
G	44.3	10.4	45.3	100.0
I	22.6	18.3	59.1	100.0
IRL	6.7	22.5	70.8	100.0
L	.0	100.0	.0	100.0
NL	16.9	19.3	63.9	100.0
P	31.2	11.2	57.6	100.0
UK	6.9	32.1	61.0	100.0
Total	17.8	22.2	60.0	100.0
(n)	(782)	(973)	(2,636)	(4,391)

Table 23
Number of students per Inter-University Cooperation Programme, Sending Partner and Flow (absolute numbers and percentage)

Number of students per ICP	Number of ICPs	Percent	Percentage of Students	Number of students per partner	Number of sending partners	Percent	Percentage of Students	Number of students per flow	Number of flows	Percent	Percentage of Students
1	55	4.3	.3	1	552	16.1	3.1	1	1591	30.2	8.9
2	87	6.6	1.0	2	712	20.8	8.0	2	1314	24.9	14.8
3	111	8.5	1.9	3	561	16.4	9.5	3	783	14.9	13.2
4	114	8.7	2.6	4	398	11.6	8.9	4	509	9.7	11.4
5	95	7.2	2.7	5	296	8.7	8.3	5	353	6.7	9.9
6	94	7.2	3.2	6	201	5.9	6.8	6	215	4.1	7.2
7	67	5.0	2.6	7	122	3.6	4.8	7	132	2.5	5.2
8	69	5.3	3.1	8	110	3.2	4.9	8	94	1.8	4.2
9	74	5.6	3.7	9	60	1.8	3.0	9	65	1.2	3.3
10	71	5.4	4.0	10	77	2.3	4.3	10	56	1.1	3.1
11	42	3.2	2.6	11	46	1.3	2.8	11	23	.4	1.4
12	32	2.4	2.2	12	53	1.6	3.6	12	30	.6	2.0
13	37	2.8	2.7	13	34	1.0	2.5	13	14	.3	1.0
14	27	2.1	2.1	14	23	.7	1.8	14	12	.2	.9
15	24	1.8	2.0	15	18	.5	1.5	15	7	.1	.6
16-20	104	7.9	10.4	16-20	72	2.1	7.1	16-20	35	.8	3.5
21-25	67	5.1	8.5	21-25	30	.9	3.9	21-25	12	.2	1.6
26-30	36	2.7	5.6	26-30	17	.5	2.7	26-30	4	.1	.6
31-40	38	3.0	7.4	31-40	13	.4	2.6	31-40	7	.1	1.3
41-50	19	1.5	4.8	41-50	9	.3	2.3	41-50	6	.1	1.5
51-100	35	2.7	13.2	51-100	9	.3	3.5	51-100	9	.2	3.5
101-465	13	1.0	13.4	101-190	5	.1	4.0	121	1	.0	.7
Total	1311	100.0	100.0		3418	100.0	100.0		5272	100.0	100.0

4. The Students Supported by the ERASMUS Programme

4.1 Country of Home Institution and Host Country

Of the 18,276 students supported by ERASMUS as network-students or as free movers, 20.7 % came from France, 19.7 % from Germany and 18.9 % from the United Kingdom. Thus, almost six out of ten (59.3 %) ERASMUS grantees came from the three largest countries, a percentage which is slightly higher than the proportion of French, German and British students in higher education (54.3 %).

Unlike many national scholarship schemes, the ERASMUS programme is open to Member State students who are not nationals in the country in which they study. 2.0 % ERASMUS-supported students in 1989/90 were not citizens of the country of their "home" institution. The subsequent text, therefore, does not refer to the citizenship of the students, but to the country of their home (sending) institution.

The distribution of the ERASMUS budget for student grants by Member State is derived largely (but not exclusively in 1989/90) from the number of 18-25 year olds and the number of all students enrolled in higher education institutions in EC Member States. Table 24 compares the percentage of actual ERASMUS grantees to those proportions.

We note that the percentage of students from Germany, Spain, Italy, Greece, and Portugal who received ERASMUS support in 1989/90 was smaller than the corresponding percentage of 18-25 year olds and of students enrolled in higher education institutions. Whereas the percentages of Italian ERASMUS grantees was considerably lower than the respective proportions of Italian young people and students; Irish students were strongly overrepresented within the ERASMUS programme (see also Chart 1).

Grant levels reflect the overall grant allocations to each Member State (cf. chapter 3), the number of students in each Member State eligible for a grant, and the policy of each NGAA in restricting the number of grants which actually increases the unit grant per student. As will be shown below, the average grant per student is relatively high in most of the countries underrepresented in terms of ERASMUS students. Conversely, the relatively large number of Irish students participating received the smallest average amount of support.

On average, 3.4 students were awarded ERASMUS grants in each flow. The average number of students per sending partner was 5.3. French partners sent abroad relatively large groups of ERASMUS students (6.3 on average), whereas the average number of ERASMUS students per sending partner was very low in Portugal (2.3).

Table 24
ERASMUS Students 1989/90 by Country of Home Institution Compared to the Proportion of the 18-25 Age Cohort and of all Higher Education Students in EC Member States (absolute numbers and percentages)

Country of home institution	ERASMUS grantees		18-25-year-olds (1988)*	All HE students (1988/89)*
	Numbers	%	%	%
Belgium	731	4.0	2.8	3.3
Federal Republic of Germany	3,603	19.7	21.5	22.9
Denmark	404	2.2	1.5	1.5
Spain	2,123	11.6	12.1	13.2
France	3,776	20.7	15.6	17.8
Greece	444	2.4	2.8	2.6
Italy	1,918	10.5	17.6	16.3
Ireland	340	1.9	1.0	1.0
Netherlands	1,219	6.7	4.7	5.2
Portugal	272	1.5	3.2	2.2
United Kingdom	3,446	18.9	17.2	14.0
Total	18,276	100.0	100.0	100.0

* Source: ERASMUS-Bureau

There were considerable differences in the incoming and outgoing student flows for each country, as Table 25 indicates.

- Ireland, the United Kingdom and France hosted more students than they sent abroad. Foreign language training patterns in Europe appear to ease studies abroad in these countries.
- Greece received from other EC countries less than half and Denmark less than two thirds of the number of students they sent abroad.

These different ratios cannot be attributed to any single factor. The extent of international use of the host country language certainly played a role, but one also has to assume that the popularity of studies in certain countries and the perceived quality of higher education and the expected intensity of teaching and counselling at certain institutions were also relevant factors.

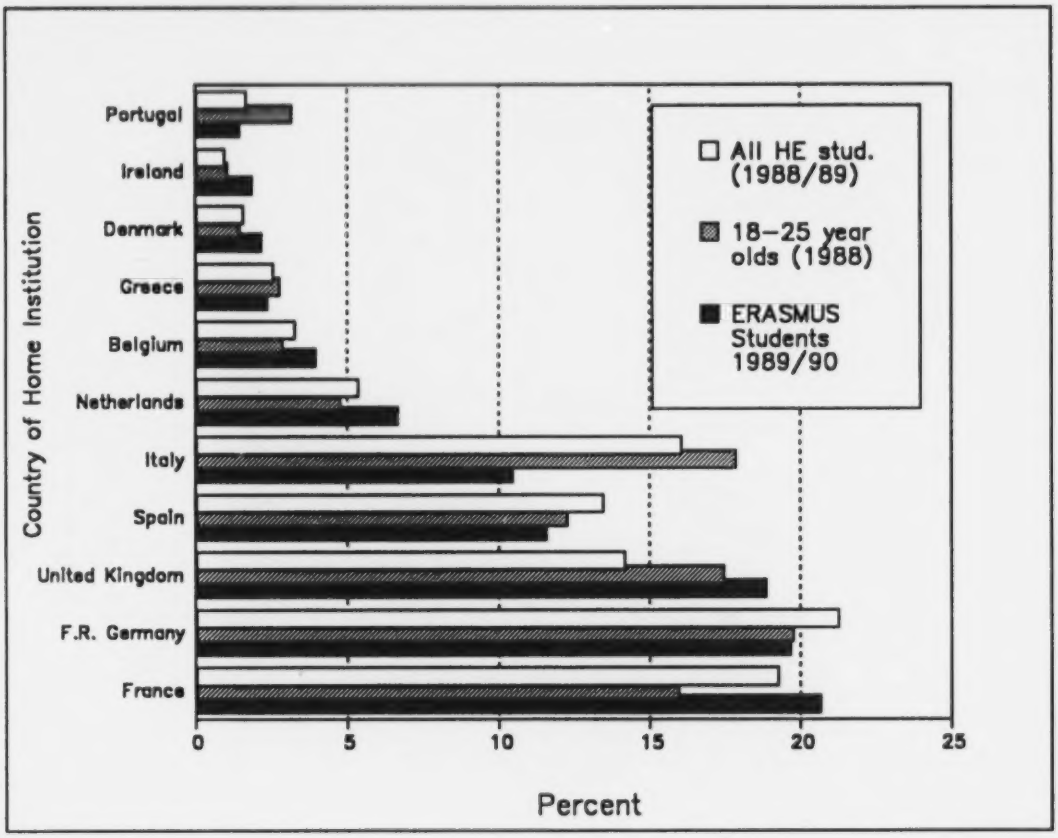
Table 25
ERASMUS Students by Host Country and Ratio of Students Received to Students Sent by Member States 1989/90 (absolute numbers, percentages, ratio)

Host Country	Students received		Ratio of students received
	Numbers	%	to students sent
Belgium	706	3.9	0.97
Federal Republic of Germany	2,633	14.4	0.73
Denmark	262	1.4	0.65
Spain	1,877	10.3	0.88
France	4,289	23.5	1.14
Greece	220	1.2	0.50
Ireland	570	3.1	1.68
Italy	1,354	7.4	0.71
Netherlands	979	5.4	0.80
Portugal	259	1.4	0.95
United Kingdom	5,105	28.0	1.48
Total	18,276	100.0	1.00

Table 26
Distribution of ERASMUS Students, by Country of Home Institution and Host Country (absolute numbers)

Country of	Host country												Total
home inst.	B	D	DK	E	F	G	I	IRL	L	NL	P	UK	
B	-	103	27	82	122	17	53	32	-	151	13	131	731
D	86	-	15	356	1,006	45	250	140	-	215	51	1,439	3,603
DK	33	49	-	40	70	7	49	3	-	22	7	124	404
E	95	221	25	-	665	9	248	79	-	132	38	611	2,123
F	81	775	27	609	-	46	226	153	3	66	55	1,730	3,771
GR	27	79	8	9	112	-	20	7	1	20	-	161	444
I	108	283	39	238	515	27	-	70	2	131	29	473	1,915
IRL	23	77	-	30	119	5	31	-	-	9	6	40	340
NL	154	224	35	132	138	21	126	35	-	-	18	335	1,218
P	20	27	5	31	75	1	24	7	1	14	-	61	266
UK	79	795	81	350	1,467	42	327	44	-	219	42	-	3,446
Total	706	2,633	262	1,877	4,289	220	1,354	570	7	979	259	5,105	18,261

Chart 1
Proportions of ERASMUS Grantees 1989/90, 18-25 Year Olds and Students in Higher Education by EC Member State (percentages)



In line with the patterns already noted regarding sending units, the average number of incoming ERASMUS students was highest for British (6.2) and especially low for Portuguese (3.0) receiving partners.

Table 27 (below) shows the distribution of ERASMUS students by country of the host institution. Over half of all EC students went to the United Kingdom (28.0 %) and France (23.5 %). The Federal Republic of Germany (14.4 %), Spain (10.3 %) and Italy (7.4 %) were the 3rd, 4th and 5th major host countries in 1989/90.

Tables 26-28 cover the student flow to and from each country of the European Community. The flows are not evenly distributed, and we note a substantial concentration in some cases.

The three countries most frequently represented among ERASMUS students also exchange large numbers of students among themselves. 46 % of French and 40 % of German students went to the United Kingdom, 43 % of British and 28 % of German students to France, and 23 % of British and 21 % of French students went to Germany.

Altogether, 40 % of the student exchanges took place between France, Germany and the United Kingdom. 46 % comprised exchanges between these three countries and all other Member States of the European Community; only 14 % of the exchanges did not involve France, Germany and the United Kingdom. The number of students exchanged between the three largest EC countries is relatively high in terms of their proportions as home and host countries. If the proportions of home countries had been identical for all host countries, the proportion of exchanges within the three largest countries would have been 26 %, whereas the proportion of exchanges excluding France, Germany and the United Kingdom would have been 26 %.

Table 27
ERASMUS Students Country of Home Institution and Host Country 1989/90 (percentages by country of home institution)

Country of	Host country												Total
home inst.	B	D	DK	E	F	G	I	IRL	L	NL	P	UK	
B	-	14.1	3.7	11.2	16.7	2.3	7.3	4.4	-	20.7	1.8	17.9	100.0
D	2.4	-	.4	9.9	27.9	1.2	6.9	3.9	-	6.0	1.4	39.9	100.0
DK	8.2	12.1	-	9.9	17.3	1.7	12.1	.7	-	5.4	1.7	30.7	100.0
E	4.5	10.4	1.2	-	31.3	.4	11.7	3.7	-	6.2	1.8	28.8	100.0
F	2.1	20.6	.7	16.1	-	1.2	6.0	4.1	.1	1.8	1.5	45.9	100.0
GR	6.1	17.8	1.8	2.0	25.2	-	4.5	1.6	.2	4.5	-	36.3	100.0
I	5.6	14.8	2.0	12.4	26.9	1.4	-	3.7	.1	6.8	1.5	24.7	100.0
IRL	6.8	22.6	-	8.8	35.0	1.5	9.1	-	-	2.6	1.8	11.8	100.0
NL	12.6	18.4	2.9	10.8	11.3	1.7	10.3	2.9	-	-	1.5	27.5	100.0
P	7.5	10.2	1.9	11.7	28.2	.4	9.0	2.6	.4	5.3	-	22.9	100.0
UK	2.3	23.1	2.4	10.2	42.6	1.2	9.5	1.3	-	6.4	1.2	-	100.0
Total	3.9	14.4	1.4	10.3	23.5	1.2	7.4	3.1	.0	5.4	1.4	28.0	100.0
(n)	(706)	(2,633)	(262)	(1,877)	(4,289)	(220)	(1,354)	(570)	(7)	(979)	(259)	(5,105)	(18,261)

Among students from the other EC Member States, many Greek and Danish students went to the United Kingdom. Spanish, Portuguese and Italian students most frequently went to France, followed by the United Kingdom. Irish students notably went to France or Germany. Belgian and Dutch students spread more evenly over EC countries than students from any other EC country, although the exchanges between these two countries are also relatively frequent.

Table 28
ERASMUS Students Country of Home Institution and Host Country 1989/90 (percentages by host country)

Country of home inst.	Host country												Total
	B	D	DK	E	F	G	I	IRL	L	NL	P	UK	
B	-	3.9	10.3	4.4	2.8	7.7	3.9	5.6	-	15.4	5.0	2.6	4.0
D	12.2	-	5.7	19.0	23.5	20.5	18.5	24.6	-	22.0	19.7	28.2	19.7
DK	4.7	1.9	-	2.1	1.6	3.2	3.6	.5	-	2.2	2.7	2.4	2.2
E	13.5	8.4	9.5	-	15.5	4.1	18.3	13.9	-	13.5	14.7	12.0	11.6
F	11.5	29.4	10.3	32.4	-	20.9	16.7	26.8	42.9	6.7	21.2	33.9	20.7
GR	3.8	3.0	3.1	.5	2.6	-	1.5	1.2	14.3	2.0	-	3.2	2.4
I	15.3	10.7	14.9	12.7	12.0	12.3	-	12.3	28.6	13.4	11.2	9.3	10.5
IRL	3.3	2.9	-	1.6	2.8	2.3	2.3	-	-	.9	2.3	.8	1.9
NL	21.8	8.5	13.4	7.0	3.2	9.5	9.3	6.1	-	-	6.9	6.6	6.7
P	2.8	1.0	1.9	1.7	1.7	.5	1.8	1.2	14.3	1.4	-	1.2	1.5
UK	11.2	30.2	30.9	18.6	34.2	19.1	24.2	7.7	-	22.4	16.2	-	18.9
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
(n)	(706)	(2,633)	(262)	(1,877)	(4,289)	(220)	(1,354)	(570)	(7)	(979)	(259)	(5,105)	(18,261)

Turning to the host countries, we note that Germany hosted high proportions of British and French students. British students were the largest group in France and Denmark whereas French students formed the largest groups in Spain and the United Kingdom. In Ireland students from Germany and France were most often represented. In other host countries no individual sending country stood out to the same extent.

4.2 Field of Study

A study period in another country of the European Community has become a relatively frequent phenomenon in some fields of study, but remains rare in others. Looking at percentages of students by field of study we note that 23.7 % of the ERASMUS grantees in 1989/90 were enrolled in language studies and 21.4 % in business studies. Social sciences (9.8 %), law and engineering (both 9.4 %) ranked next.

As Table 29 shows, the number of foreign language ICPs was more than twice as high as the number of business studies ICPs. However, the business studies programmes are much larger with an average of 34.6 students per ICP. The second highest average number (18.9) of ERASMUS grantees per ICP was in law, whereas it was only about 7.0 in medicine/

health sciences and natural sciences. Each sending partner in business studies had an average of 10.8 ERASMUS students. Law programmes were second in this respect with 6.9 students per sending partner. The smallest groups within the main subject areas were natural science with 3.0 students on average per sending partner. The average figures are influenced by certain large programmes, especially in business sciences. In half of the business ICPs less than 14 students studied abroad, and the corresponding number of students per programme is 10 for social sciences and law and 8 for all programmes (i.e. half of all programmes sent less than 8 students abroad). Because of some very large business ICPs, the arithmetic means do not point to the typical size of ICPs. The size of most of business programmes do not differ strongly from that of ICPs in other subject areas.

Table 29
Ratio of ERASMUS Students per Inter-University Cooperation Programme and Active Partner 1989/90 - by Field of Study (percentages and mean)

Field of study	Students %	Programmes (ICPs) %	Active partners %	Students per ICP (mean)	Students per sending partner (mean)
Agriculture	1.2	2.7	2.8	6.7	2.8
Architecture	2.4	3.6	3.3	9.0	4.0
Art and design	3.4	3.7	3.8	11.6	4.3
Business	21.4	8.7	11.0	34.6	10.8
Education	1.6	2.3	2.3	9.5	3.8
Engineering	9.4	14.0	12.1	9.7	4.5
Geography	2.0	2.5	3.0	12.1	4.0
Humanities	3.5	5.6	5.1	8.1	3.4
Languages	23.7	20.4	20.8	15.0	5.2
Law	9.4	6.7	6.6	18.9	6.9
Mathematics	2.3	3.9	3.8	6.9	3.2
Medical sciences	3.0	5.2	4.5	7.2	3.3
Natural sciences	5.3	8.5	8.7	7.3	3.0
Social sciences	9.8	9.3	9.4	12.6	4.7
Communication	.7	.9	1.0	9.8	3.5
Other areas	.6	.5	.5	10.9	6.3
Various	.2	1.4	1.6	28.1	8.6
Total	100.0	100.0	100.0	13.6	5.2

Table 30 shows how EC grantees, by country of home institution were distributed in 1989/90 according to field of study and Table 31 shows the distribution of students from each field of study according to country of home institutions. Table 32 shows the distribution by field of study of ERASMUS students in each host country, and Table 33 shows the most frequent host countries for students from each field of study.

Table 30 indicates that in most countries (except Greece), languages and business studies, or one of them, were the most frequent field for ERASMUS grantees. Whereas language studies dominated in Spain (32 %) and Italy (29 %), business studies were most frequent in the United Kingdom (35 %) and Germany (27 %). French business and language students each represented one fourth of all French ERASMUS grantees. A more detailed comparison of the field-proportions of all ERASMUS grantees with the respective figures of each country shows that:

- only about 10 % of all Belgian ERASMUS students were enrolled in business studies compared with 21 % of all students in the ERASMUS-programme 1989/90. The proportion of Belgian medical science students (7 %) is more than twice as high as the corresponding figure for all ERASMUS students;
- only 5 % of Danish students were enrolled in business studies, but 18 % were enrolled in social sciences, i.e. about twice the proportion of enrollment in this field among all ERASMUS grantees;
- in Spain we note a relatively low proportion of business students (13 %), whereas the proportion of language students (32,4 %) is much higher than the figure for all ERASMUS students;
- in the Greek case business studies (5 %) and language studies (9 %) were relatively underrepresented, whereas the proportion of law (21 %) and medical sciences students (7 %) was twice that for all ERASMUS students;
- business studies (5 %) and engineering (2.7 %) were both strongly underrepresented among students coming from Italy. An overrepresentation can be noted in medical and social sciences, which is twice that of all ERASMUS students;
- Ireland sent relatively high numbers of students in agriculture (4 %), art and design (7 %) and social sciences (18 %), whereas only one Irish grantee studied medical sciences;
- in the Netherlands, for students in art and design (6 %), there are no strong deviations from the average;
- Portuguese ERASMUS students in business studies (7 %), law (5 %) and medical sciences (1.5 %) are underrepresented. In architecture (7 %), education (4 %), geography (6 %), mathematics (7 %) and natural sciencs (11 %) they are relatively well represented.

Table 30
ERASMUS Students' Field of Study 1989/90 - by Country of Home Institution (percentages by country of home institution and absolute numbers in brackets)

	Country of home institution											Total
Field of study	B	D	DK	E	F	GR	I	IRL	NL	P	UK	
Agriculture	1.2	.7	1.7	1.6	1.2	1.4	1.4	4.4	1.4	3.3	.7	1.2
	(9)	(27)	(7)	(34)	(47)	(6)	(27)	(15)	(17)	(9)	(23)	(221)
Architecture	2.2	3.3	5.7	1.5	.8	2.1	4.3	.9	1.6	7.0	2.6	2.4
	(16)	(119)	(23)	(32)	(31)	(9)	(82)	(3)	(19)	(19)	(91)	(444)
Art and design	1.4	2.8	2.2	4.4	2.3	1.8	2.2	6.5	6.4	2.9	4.9	3.4
	(10)	(101)	(9)	(93)	(87)	(8)	(43)	(22)	(78)	(8)	(168)	(627)
Business	10.4	27.4	5.4	12.7	26.1	5.0	5.1	17.1	15.4	7.0	34.5	21.4
	(76)	(987)	(22)	(270)	(984)	(22)	(97)	(58)	(188)	(19)	(1,190)	(3,913)
Education	4.4	1.6	1.7	3.1	.4	6.2	1.6	.0	2.1	4.4	.8	1.6
	(32)	(56)	(7)	(66)	(16)	(27)	(30)	(0)	(26)	(12)	(28)	(300)
Engineering	7.3	11.2	14.6	8.9	13.7	14.6	2.7	6.2	3.2	11.0	8.2	9.4
	(53)	(405)	(59)	(190)	(519)	(64)	(51)	(21)	(39)	(30)	(284)	(1,715)
Geography	1.5	1.7	5.2	2.9	1.2	5.9	1.4	1.8	1.8	5.9	2.1	2.0
	(11)	(62)	(21)	(61)	(46)	(26)	(26)	(6)	(22)	(16)	(71)	(368)
Humanities	2.9	2.8	4.7	5.7	2.2	3.9	5.0	5.9	5.4	6.3	2.2	3.5
	(21)	(101)	(19)	(122)	(83)	(17)	(95)	(20)	(66)	(17)	(76)	(637)
Languages	24.5	20.9	19.1	32.4	26.7	9.3	29.0	25.9	17.6	15.4	19.8	23.7
	(179)	(754)	(77)	(688)	(1,008)	(41)	(557)	(88)	(215)	(42)	(684)	(4,333)
Law	14.6	10.4	6.9	8.0	8.2	21.4	12.7	1.8	15.0	4.8	5.8	9.4
	(107)	(373)	(28)	(169)	(308)	(94)	(244)	(6)	(183)	(13)	(200)	(1,725)
Mathematics	2.5	2.1	1.5	1.8	2.4	4.8	2.6	3.5	1.3	7.4	1.9	2.3
	(18)	(77)	(6)	(38)	(90)	(21)	(50)	(12)	(16)	(20)	(67)	(415)
Medical sciences	6.6	2.6	5.2	3.7	1.1	6.8	6.8	.3	4.8	1.5	1.0	3.0
	(48)	(95)	(21)	(78)	(40)	(30)	(130)	(1)	(58)	(4)	(36)	(541)
Natural sciences	4.5	5.0	5.2	4.7	5.8	6.6	6.8	5.6	4.8	11.0	4.2	5.3
	(33)	(180)	(21)	(100)	(219)	(29)	(131)	(19)	(58)	(30)	(144)	(964)
Social sciences	10.7	6.3	18.3	8.0	6.8	6.4	18.1	17.6	16.9	9.2	9.0	9.8
	(78)	(228)	(74)	(169)	(256)	(28)	(347)	(60)	(206)	(25)	(311)	(1,782)
Communication	3.1	.1	2.5	.4	.8	.0	.4	2.6	1.0	1.5	.8	.7
	(23)	(5)	(10)	(8)	(31)	(0)	(8)	(9)	(12)	(4)	(27)	(137)
Other areas	2.3	.9	.0	.2	.2	3.9	.0	.0	1.3	1.1	.2	.6
	(17)	(33)	(0)	(5)	(8)	(17)	(0)	(0)	(16)	(3)	(7)	(106)
Various	.0	.0	.0	.0	.1	.0	.0	.0	.0	.4	1.1	.2
	(0)	(0)	(0)	(0)	(3)	(0)	(0)	(0)	(0)	(1)	(39)	(43)
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
(n)	(731)	(3,603)	(404)	(2,123)	(3,776)	(439)	(1,918)	(340)	(1,219)	(272)	(3,446)	(18,271)

In France, the United Kingdom and Germany we note some modest but not very strong differences in the proportion of the fields compared to the total population of ERASMUS students. The consistently high proportion of business students coming from these countries is the major factor in the 21 % rate of business students within ERASMUS; in all other Member States this field represents 17 % at most. Another consistent pattern is the strong representation of languages within all the Romance language countries except Portugal. In countries with low participation in ERASMUS the deviations noted above should not be taken as country specific, because the figures can be heavily influenced by the performance of individual ICPs.

Table 31
ERASMUS Students' Field of Study 1989/90 - by Country of Home Institution (percentages by field of study)

	Country of home institution											Total
Field of study	B	D	DK	E	F	GR	I	IRL	NL	P	UK	
Agriculture	4.1	12.2	3.2	15.4	21.3	2.7	12.2	6.8	7.7	4.1	10.4	100.0
Architecture	3.6	26.8	5.2	7.2	7.0	2.0	18.5	.7	4.3	4.3	20.5	100.0
Art and design	1.6	16.1	1.4	14.8	13.9	1.3	6.9	3.5	12.4	1.3	26.8	100.0
Business	1.9	25.2	.6	6.9	25.1	.6	2.5	1.5	4.8	.5	30.4	100.0
Education	10.7	18.7	2.3	22.0	5.3	9.0	10.0	.0	8.7	4.0	9.3	100.0
Engineering	3.1	23.6	3.4	11.1	30.3	3.7	3.0	1.2	2.3	1.7	16.6	100.0
Geography	3.0	16.8	5.7	16.6	12.5	7.1	7.1	1.6	6.0	4.3	19.3	100.0
Humanities	3.3	15.9	3.0	19.2	13.0	2.7	14.9	3.1	10.4	2.7	11.9	100.0
Languages	4.1	17.4	1.8	15.9	23.3	.9	12.9	2.0	5.0	1.0	15.8	100.0
Law	6.2	21.6	1.6	9.8	17.9	5.4	14.1	.3	10.6	.8	11.6	100.0
Mathematics	4.3	18.6	1.4	9.2	21.7	5.1	12.0	2.9	3.9	4.8	16.1	100.0
Medical sciences	8.9	17.6	3.9	14.4	7.4	5.5	24.0	.2	10.7	.7	6.7	100.0
Natural sciences	3.4	18.7	2.2	10.4	22.7	3.0	13.6	2.0	6.0	3.1	14.9	100.0
Social sciences	4.4	12.8	4.2	9.5	14.4	1.6	19.5	3.4	11.6	1.4	17.5	100.0
Communication	16.8	3.6	7.3	5.8	22.6	.0	5.8	6.6	8.8	2.9	19.7	100.0
Other areas	16.0	31.1	.0	4.7	7.5	16.0	.0	.0	15.1	2.8	6.6	100.0
Various	.0	.0	.0	.0	7.0	.0	.0	0	.0	2.3	90.7	100.0
Total	4.0	19.7	2.2	11.6	20.7	2.4	10.5	1.9	6.7	1.5	18.9	100.0
(n)	(731)	(3,603)	(404)	(2,123)	(3,776)	(439)	(1,918)	(340)	(1,219)	(272)	(3,446)	(18,271)

Table 32
ERASMUS Students' Field of Study 1989/90 - by Host Country (percentages)

Field of study	Host country												Total
	B	D	DK	E	F	GR	I	IRL	L	NL	P	UK	
Agriculture	1.3	.9	3.8	.7	1.1	3.2	.9	3.3	.0	1.1	8.5	.9	1.2
Architecture	1.8	2.0	7.6	1.8	1.5	8.2	5.8	.5	.0	4.6	5.8	1.9	2.4
Art and design	2.8	2.2	.4	4.3	2.7	1.8	6.0	3.2	.0	7.9	4.6	3.1	3.4
Business	7.2	26.3	10.3	22.9	24.2	.5	14.0	14.7	.0	16.5	5.8	24.0	21.4
Education	4.8	1.3	4.6	2.0	.7	3.6	1.1	.0	.0	2.7	6.2	1.7	1.6
Engineering	5.5	9.7	5.7	2.4	10.5	10.9	2.7	8.6	42.9	3.3	6.2	14.7	9.4
Geography	.7	1.2	5.0	3.9	1.2	13.6	2.1	1.4	.0	4.3	4.2	1.5	2.0
Humanities	3.4	3.4	6.9	2.1	3.2	3.2	8.5	5.6	.0	3.7	3.1	2.5	3.5
Languages	22.7	27.2	26.7	36.3	22.1	11.8	25.0	31.6	42.9	13.9	22.4	19.9	23.7
Law	17.8	10.3	3.4	9.0	11.1	7.7	10.9	13.2	.0	11.6	5.0	5.9	9.4
Mathematics	.6	2.1	1.9	.9	2.3	5.9	1.8	2.1	14.3	1.3	1.5	3.3	2.3
Medical sciences	7.4	1.6	5.0	3.0	2.4	10.5	3.5	.5	.0	6.7	5.8	2.3	3.0
Natural sciences	5.7	3.5	5.7	2.9	5.4	2.7	5.8	5.8	.0	7.0	8.1	6.3	5.3
Social sciences	16.0	7.1	12.6	6.9	10.1	14.5	11.2	8.6	.0	11.2	10.8	10.1	9.8
Communication	2.0	.5	.4	.5	.6	.5	.4	.9	.0	1.7	1.9	.7	.8
Other areas	.3	.4	.0	.3	.2	1.4	.2	.0	.0	2.0	.0	1.1	.6
Various	.0	.4	.0	.0	.7	.0	.0	.0	.0	.3	.0	.0	.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
(n)	(706)	(2,631)	(262)	(1,877)	(4,289)	(220)	(1,354)	(570)	(7)	(979)	(259)	(5,102)	(18,256)

Table 31 indicates that

- the United Kingdom, France and the Federal Republic of Germany dominated student mobility programmes in business studies: more than 80 % of all ERASMUS grantees in this field originated in one of those three countries. A similar concentration can be observed in the case of engineering (71 %);
- the distribution of language students by country of home institution corresponded more or less to the overall participation of the countries within the EC;
- in some fields none of the three largest (in terms of student participation) countries dominated. For instance, Italy was most strongly represented in medical sciences (24 %) and social sciences (20 %), and Spain in education (22 %).

These figures to some extent reflect the impact of certain very large programmes.

Table 32 indicates that

- business studies was the most frequent field of study among all students going to the United Kingdom, France (both 24 %) and the Netherlands (16.5 %);
- language studies accounted for the highest proportion of students going to the remaining countries (except Greece) ranging from 22 % to Portugal to 36 % to Spain
- Greece most frequently hosted social science students;
- many students going to Belgium were enrolled in law (18 %) and social sciences (16 %).

As Table 33 shows, the United Kingdom was the most frequent destination of ERASMUS grantees in five of the six largest (in terms of the number of ERASMUS grantees) fields of study, followed by France. There was a substantial concentration of engineering students going to the United Kingdom (44 %), whereas significantly more law students went to France (28 %) than to the United Kingdom. The degree of concentration in favour of certain host countries is even more pronounced if we exclude the respective home students from the total. Of all the ERASMUS grantees in engineering who did not come from British institutions of higher education, 52 % spent their ERASMUS period abroad in the United Kingdom, and 34 % of law students not originating from French institutions spent their study period abroad in France.

In other host countries we note the following distinct clusters:

- a relatively large proportion of students in education (12 %), in communication and in medical sciences (10 %) went to Belgium which hosted 4 % of all ERASMUS students;
- the proportion of students in agriculture and architecture hosted in Denmark was three times higher (4.5 % in both cases) than the total proportion of ERASMUS students going to Denmark.
- 20 % of students in geography and geology went to Spain;

- Greece, which hosted 1.2 % of the ERASMUS students was the host country to 8 % of the students of geography and geology and to 4 % of the students of medical sciences.
- Italy hosted 18 % of students in architecture and the humanities, as compared to 7 % of all ERASMUS grantees going to Italy;
- relatively high percentages of agriculture students went to Ireland (9 %) and Portugal (10 %).
- Art and design, communication and medical science students went in relatively large numbers to the Netherlands (12 % each).
- More than 40 % of students enrolled in engineering and mathematics went to the United Kingdom.

The data presented in this section show substantial differences between fields of study with regard to all the indicators examined. The exchange of business students is to a large extent a phenomenon between the three major countries involved in the ERASMUS Programme. The distribution of language students seems to be well-balanced as regards the participtions quotas of the countries. The focus on certain host countries in some fields of study partly reflects both the teaching and learning opportunities in higher education and the practical experiences which sending institutions expect from the host countries. With regard to the small EC Member States the clusters reflect, in some cases, the impact of a limited number of large programmes.

Table 33
ERASMUS Students' Field of Study 1989/90 - by Host Country (percentage by field of study)

	Host country												Total
Field of study	B	D	DK	E	F	GR	I	IRL	L	NL	P	UK	
Agriculture	4.1	10.9	4.5	5.9	22.2	3.2	5.4	8.6	.0	5.0	10.0	20.4	100.0
Architecture	3.0	11.8	4.5	7.7	14.5	4.1	18.0	.7	.0	10.2	3.4	22.0	100.0
Art and design	3.2	9.3	.2	12.9	18.7	.6	12.9	2.9	.0	12.3	1.9	25.2	100.0
Business	1.3	17.7	.7	11.0	26.5	.0	4.9	2.1	.0	4.1	.4	31.4	100.0
Education	11.5	11.1	4.1	12.8	9.8	2.7	5.1	.0	.0	8.8	5.4	28.7	100.0
Engineering	2.3	14.9	.9	2.6	26.2	1.4	2.2	2.9	.2	1.9	.9	43.7	100.0
Geography	1.4	8.4	3.5	19.9	13.6	8.2	7.6	2.2	.0	11.4	3.0	20.7	100.0
Humanities	3.8	14.1	2.8	6.3	21.5	1.1	18.1	5.0	.0	5.7	1.3	20.4	100.0
Languages	3.7	16.5	1.6	15.7	21.9	.6	7.8	4.2	.1	3.1	1.3	23.4	100.0
Law	7.3	15.7	.5	9.8	27.8	1.0	8.6	4.4	.0	6.6	.8	17.5	100.0
Mathematics	1.0	13.3	1.2	4.1	23.6	3.1	5.8	2.9	.2	3.1	1.0	40.7	100.0
Medical sciences	9.6	7.8	2.4	10.5	19.4	4.3	8.9	.6	.0	12.2	2.8	21.6	100.0
Natural sciences	4.1	9.4	1.6	5.7	24.1	.6	8.2	3.4	.0	7.2	2.2	33.5	100.0
Social sciences	6.3	10.5	1.9	7.2	24.3	1.8	8.5	2.8	.0	6.2	1.6	28.9	100.0
Communication	10.2	10.2	.7	7.3	19.7	.7	3.6	3.6	.0	12.4	3.6	27.7	100.0
Other areas	1.9	10.4	.0	4.7	7.5	2.8	2.8	.0	.0	18.9	.0	50.9	100.0
Various	.0	23.3	0	.0	65.1	.0	.0	.0	.0	7.0	.0	4.7	100.0
Total	3.9	14.4	1.4	10.3	23.5	1.2	7.4	3.1	.0	5.4	1.4	27.9	100.0
(n)	(706)	(2,631)	(262)	(1,877)	(4,289)	(220)	(1,354)	(570)	(7)	(979)	(259)	(5,102)	(18,256)

4.3 Ratio of Actual Numbers of Students to Grants Originally Awarded

As noted in Chapter 1, an estimated 27,500 students were eligible for ERASMUS grants. According to the data from the NGAAs the actual numbers of ERASMUS students corresponded to 67 % of the original estimates. I.e., 33 % fewer students than estimated as being eligible went abroad with an ERASMUS student mobility grant. The data available permits a comparison of differences in the ratio of actual student numbers to original estimates by country of home institution, host country and field of study.

Table 34 indicates that the actual number of students participating compared to estimates was relatively high in the case of Germany, Greece and Italy. Particularly low proportions of actual numbers of students going abroad can be observed for Ireland, Portugal and Belgium.

Table 34
Ratio of Actual Numbers of ERASMUS Students to Estimates 1989/90 - by Country of Home Institution (absolute numbers and ratio)

Country of Home institution	Estimates	Actual number of ERASMUS students	Ratio of actual numbers to estimates
Belgium	1,385	731	52.8
Germany	4,502	3,603	80.0
Denmark	600	404	67,3
Spain	3,008	2,123	70.6
France	5,907	3,776	63,9
Greece	583	444	76,2
Italy	2,610	1,918	73,5
Ireland	688	340	49.4
Luxembourg	15	-	-
Netherlands	1,887	1,219	64.6
Portugal	609	272	44.7
United Kingdom	5,658	3,446	60.9
Total	27,452	18,276	66.6

As regards host country, we note that the ratio of actuals to estimated was highest in the case of Ireland, United Kingdom and France (see Table 35). According to estimates made on the approved applications, these countries were expected to receive more students than

they proposed to send. The high "take-up rate" in students going to these countries reinforces their popularity as host country, in part because their respective languages are widely known.

The ratio of actual student numbers to estimates varied substantially by field of study (see Table 36). The ratio was 81 % in art and design but only 43 % in agriculture. Among the major fields represented in ERASMUS the ratio ranged from 57 % in engineering to 77 % in foreign languages.

Table 35
Ratio of Actual Numbers of ERASMUS Students to Estimates 1989/90 - by Host Country (absolute numbers and ratio)

Host Country	Estimates	Actual number of ERASMUS students	Ratio of actual numbers to estimates
Belgium	1,358	706	52.0
Denmark	538	262	48.7
Germany	4,235	2,633	62.2
Spain	2,716	1,877	69.1
France	6,103	4,289	70.3
Greece	437	220	50.3
Italy	2,296	1,354	59.0
Ireland	748	570	76.2
Luxembourg	15	7	46.6
Netherlands	1,771	979	55.3
Portugal	446	259	58.1
United Kingdom	6,789	5,105	75,2
Missing data	-	15	-
Total	27,452	18,276	66.6

Table 36
Ratio of Actual Number of ERASMUS Students to Grants Originally Awarded 1989/90 - by Field of Study (absolute numbers and ratio)

Field of study	Grants originally awarded	Actual number of ERASMUS Students	Ratio of actual numbers/ to originally awarded grants
Agriculture	509	221	43.4
Architecture	665	444	66.7
Art and design	776	627	80.8
Business	5,336	3,913	73.3
Education	540	300	55.6
Engineering	3,013	1,715	56.9
Geography	658	368	55.9
Humanities	1,013	637	62.9
Languages	5,624	4,333	77.0
Law	2,685	1,725	64.2
Mathematics	764	415	54.3
Medical sciences	787	541	68.7
Natural sciences	1,452	964	66.5
Social sciences	2,460	1,782	72.4
Communication	191	137	71.7
Other areas/various/ missing data	979	154	
Total	27,452	18,276	66.6

4.4 Timing of the Study Period Abroad

The timing of the study period abroad is crucial in many respects: should students study abroad in a foreign environment at an early stage? Should study in another country be part of the early foundation in a field of study or part of subsequent specialization, and should the period of study in other countries be linked to the rhythms of examinations in the course programme in general? These are all important determinants of study abroad.

Table 37 provides information on the timing of the study period abroad of all ERASMUS students except those from Luxembourg and Portugal, whose respective data was not available. We note a diversity of arrangements for going to another country of the European Community ranging from the first to the sixth year of study, or even later. Study abroad in the third year was by far the most widespread mode in 1989/90: One third of all

students supported by ERASMUS had completed two years of study at the home institution prior to study abroad. 2.4 % of the students went abroad in their first year of study (mainly, but not exclusively, within the framework of fully integrated course programmes) and 13.3 % in their second year of study.

Altogether 48.9 % of all ERASMUS students studied abroad before completing the third year of study. Study abroad in the fourth year was reported by 23.6 % of all ERASMUS supported students; in the fifth year by 17.2 %, and in sixth year or above by 10.3 %. On average, students completed 2.8 years of study prior to the study period abroad (see below, Table 44).

The terms "year of study" or "years of prior study" might be interpreted differently. Some programme directors might have taken into account only the study period of the specific course programme, whereas others might have reported the total numbers of years the students had been enrolled prior to their stay abroad (including repeat years and extension of study).

The timing chosen varied substantially according to home country:

- In Ireland and the United Kingdom, study abroad was provided almost exclusively within the first three years. The percentage of ERASMUS grantees going abroad before the end of their third year of study was 88 % in the United Kingdom and 77 % in Ireland. The average length of study prior to the study period abroad was 1.8 years in the case of students from British institutions and 2.2 years in the case of students from Irish institutions.
- In France and the Federal Republic of Germany, going abroad in the third year was also the most frequent option, but study abroad in the fourth year was much more frequent than in the case of Ireland and the United Kingdom. Both countries only differ in the extremes: the proportion of French students going abroad during their first year was higher than that of German students, and the corresponding proportion of those going abroad after completing their fifth year of study was considerably lower. On average, students from French institutions of higher education had completed 2.4 study years prior to the study period abroad and those coming from Germany 2.8 years.
- Study abroad during the fourth year of study was most frequent in the case of the Netherlands (40 %) and Denmark (27 %). On average the students of both countries had completed 3.3 years of study prior to the study period abroad.
- In the remaining four countries a study period abroad during the fifth year of study was the most frequent mode. The timing varied significantly in Greece, but the variations are small in Belgium: 87 % of the Belgian students went abroad after completing the second year and before completing the fifth year. On average the ERASMUS grantees coming

from Greece had 3.1 years of prior study. The respective figure was 3.3 years for Belgian, 3.6 for Italian and 3.7 for Spanish students (see Table 44).

Table 37
ERASMUS Students' Timing of the Study Period Abroad 1989/90 - by Country of Home Institution
(percentages)

Country of home inst.	Years of study						Total	
	1st year	2nd year	3rd year	4th year	5th year	6th year and above	Percent	Mean
B	.0	3.2	24.5	22.7	39.9	9.7	100.0	3.3
D	.9	13.8	35.0	27.2	13.3	9.8	100.0	2.8
DK	1.3	6.4	25.5	27.3	27.1	12.3	100.0	3.3
E	.1	3.7	15.1	19.6	32.9	28.7	100.0	3.7
F	2.9	15.7	36.3	30.2	12.3	2.5	100.0	2.4
G	8.8	6.1	18.1	23.5	26.2	17.4	100.0	3.1
I	.0	4.0	14.5	29.7	31.6	20.1	100.0	3.6
IRL	.0	16.7	60.6	14.2	6.4	2.1	100.0	2.2
NL	.0	2.8	21.7	39.6	21.4	14.6	100.0	3.3
UK	6.4	27.6	54.2	9.2	1.8	.8	100.0	1.8
Total	2.4	13.3	33.2	23.6	17.2	10.3	100.0	2.8
(n)	(393)	(2,214)	(5,520)	(3,934)	(2,871)	(1,717)	(16,649)	(16,649)

The clear dominance of study periods abroad during the first three years of study for students from Ireland and the United Kingdom reflects the fact that the majority of university course programmes in these countries comprise only three years of study. The differences of timing among the other countries, however, cannot exclusively be attributed to differences in the duration of study for the first university degree.

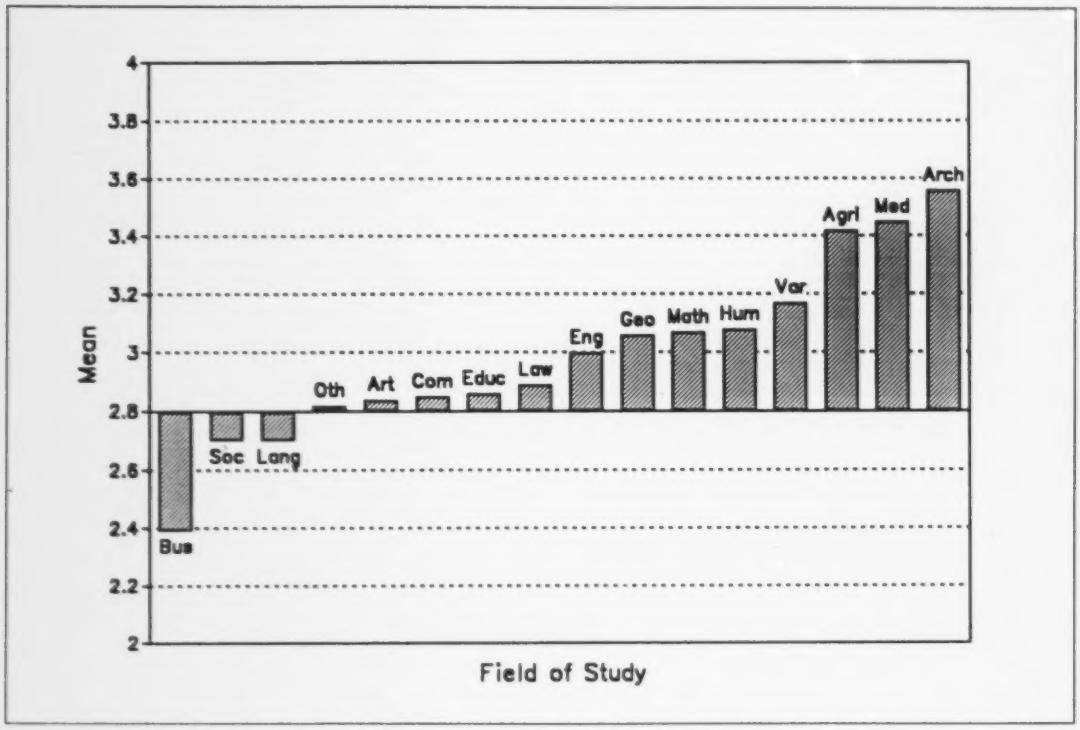
Table 38 shows that timing reflects both national modes of duration of course programmes and the role of experience abroad in the respective disciplines. Relatively early stages of study abroad were most frequently in business studies (75 %), in art and design, social sciences and language studies (about 50 %). Contrary to this, many students of medicine/health sciences (60 %), architecture (50 %), agriculture (48 %) and geography (45 %) went abroad at a relatively late stage, i.e. not earlier than in their fifth year of study. The distribution of fields of study as regards the timing of study abroad partly reflects the fact that students from countries with course programmes of a relatively short duration were more frequently enrolled in business studies, languages and social sciences.

Table 38
ERASMUS Students' Timing of Study Period Abroad 1989/90 - by Field of Study (percentages)

Field of Study	Years of study						Total	
	1st year	2nd year	3rd year	4th year	5th year	6th year and above	Percent	Mean
Agriculture	1.4	3.8	24.4	20.6	25.8	23.9	100.0	3.5
Architecture	.0	12.6	11.3	27.9	20.1	28.1	100.0	3.6
Art and design	.7	14.1	33.8	22.5	21.1	7.8	100.0	2.8
Business	7.5	25.2	38.8	18.8	5.7	4.0	100.0	2.1
Education	2.6	5.2	31.0	21.8	21.8	17.7	100.0	3.2
Engineering	.4	12.0	30.1	26.0	21.2	10.3	100.0	2.9
Geography	3.7	16.3	19.3	15.6	26.1	19.0	100.0	3.1
Humanities	1.1	11.9	22.3	23.0	19.9	21.8	100.0	3.3
Languages	.3	10.4	40.7	23.8	17.4	7.5	100.0	2.8
Law	.8	7.1	31.5	27.2	23.9	9.4	100.0	3.0
Mathematics	4.4	8.1	25.8	26.7	18.9	16.1	100.0	3.1
Medical sciences	1.2	6.9	7.7	24.5	27.2	32.5	100.0	3.8
Natural sciences	1.0	6.6	26.8	26.8	23.5	15.4	100.0	3.2
Social sciences	2.6	12.0	33.8	24.6	18.2	8.7	100.0	2.8
Communication	.0	16.9	19.2	43.8	15.4	4.6	100.0	2.8
Other areas	1.0	15.0	26.0	30.0	12.0	16.0	100.0	3.0
Various	.0	2.6	74.4	23.1	.0	.0	100.0	2.2
Total	2.4	13.3	33.2	23.6	17.2	10.3	100.0	2.8
(n)	(393)	(2,214)	(5,520)	(3,930)	(2,871)	(1,716)	(16,644)	(16,644)

Chart 2 presents the adjusted average timing of study abroad by subject area after eliminating the effect of the countries of home institutions, i.e. the figures in this chart represent the actual average years of study before the ERASMUS stay abroad if the country of the home institution did not have any influence. Most fields only deviated a little from the overall mean of 2.8 years of study before going abroad. Only with business studies on the one hand, and architecture, medical sciences and agriculture, on the other, can relevant deviations from the mean be noted, after the country effects have been eliminated.

Chart 2
Adjusted Averages of ERASMUS Students' Timing of Study Period Abroad in 1989/90 in Deviances from the Overall Average of 2.8 Years - by Field of Study (means)



4.5 Duration of the Study Period Abroad

The duration of studies abroad mainly varies between country and ICP and seems to be closely connected with programme goals. Administrative and organizational conditions might also play a role.

The duration of the study period abroad ranged from extremes of one month to two years, the latter in the case of a few fully integrated business programmes where students can apply twice for ERASMUS support. The few cases of periods shorter than three months were presumably caused by illness or individual problems of the students. Staying abroad for 4-6 months was by far the most frequent pattern (41 %). 23 % went for about three months, and a further 33 % for between 7 months and a full year.

In the subsequent text the typical modes of duration of study will be called

- "short duration": three months,
- "semester duration": 4-6 months, where differences in length of semesters and terms account for the respective number of months reported,
- "full-year duration": again differences reported of stays between 7 and 12 months reflect the length of the academic year.

A "short duration" study abroad was frequent for students from Belgium (37 %), Greece (37 %) and Portugal (36 %) (see Table 39). On the other hand, "full-year duration" was frequent among students from Ireland (52 %), France (42 %) and Germany (40 %).

With regard to host country, the pattern was quite similar: Greece (42 %), Belgium (37 %), Denmark (36 %) and Portugal (34 %) frequently hosted the ERASMUS grantees for around three months. On the other hand, "full-year duration" was more frequent among students going to France (41 %), Germany (38 %), Ireland (36 %) and the United Kingdom (36 %) (see Table 40). The similarities in the study abroad duration between incoming and outgoing students are presumably due to reciprocal arrangements in bilateral exchanges. Countries which received students for relatively short periods also sent students abroad for a relatively short period.

Table 39
ERASMUS Students' Duration of Study Period Abroad 1989/90 - by Country of Home Institution
(percentages)

	Duration					Total	
Country of home inst.	1 - 2 months	3 months	4 - 6 months	7 - 12 months	13 months and more	Percent	Mean
B	.0	37.2	52.8	10.0	.0	100.0	4.5
D	.3	10.0	47.1	40.3	2.4	100.0	6.9
DK	1.0	28.2	48.8	22.0	.0	100.0	5.4
E	.3	29.2	35.8	34.2	.6	100.0	5.9
F	.1	20.5	32.9	42.4	4.1	100.0	6.9
GR	.0	36.9	41.2	21.8	.0	100.0	5.3
I	.4	33.2	47.5	18.9	.0	100.0	5.1
IRL	.9	30.4	16.8	51.9	.0	100.0	6.5
NL	1.0	25.2	60.1	13.7	.0	100.0	5.0
P	.0	35.7	42.3	21.3	.7	100.0	5.3
UK	.5	24.0	36.3	34.6	4.6	100.0	6.6
Total	.4	23.4	41.2	32.8	2.2	100.0	6.2
(n)	(66)	(4,248)	(7,490)	(5,955)	(408)	(18,167)	(18,167)

Table 41 indicates that "short duration" study abroad was dominant in three fields of study: art (56 %), education (47 %) and medicine/health sciences (45 %). "Full-year duration" or longer were most common for students of business studies (44 %) and engineering (39 %). Relatively short periods of study abroad were frequent at later stages of study. 57 % of

students who stayed abroad for 3 months had finished their third, fourth or even their fifth year of study - as compared to only 15 % of second-year and 1 % of first-year ERASMUS grantees.

Table 40
Duration of ERASMUS Students' Study Period Abroad 1989/90 - by Host Country (percentages)

	Duration					Total	
Host country	1 - 2 months	3 months	4 - 6 months	7 - 12 months	13 months and more	Percent	Mean
B	.3	37.0	51.4	11.3	.0	100.0	4.7
D	.4	15.4	43.2	37.8	3.1	100.0	6.8
DK	.4	35.1	52.5	12.0	.0	100.0	4.8
E	.2	22.0	45.5	30.2	2.0	100.0	6.0
F	.5	18.3	36.7	41.4	3.1	100.0	6.7
GR	.9	40.9	42.7	15.5	.0	100.0	4.7
I	1.2	30.8	46.5	21.4	.1	100.0	5.2
IRL	.2	18.8	44.9	36.1	.0	100.0	6.0
L	.0	28.6	14.3	57.1	.0	100.0	6.7
NL	.2	29.5	57.0	13.3	.0	100.0	4.9
P	.0	34.0	45.9	20.1	.0	100.0	5.1
UK	.1	25.8	35.3	35.8	3.1	100.0	6.5
Total	.4	23.4	41.2	32.8	2.2	100.0	6.2
(n)	(66)	(4,242)	(7,489)	(5,955)	(408)	(18,160)	(18,160)

Table 41
Duration of ERASMUS Students' Study Period Abroad 1989/90 - by Field of Study (percentages)

Field of study	Duration					Total	
	1 - 2 months	3 months	4 - 6 months	7 - 12 months	13 months and more	Percent	Mean
Agriculture	2.7	26.7	57.0	13.6	.0	100.0	5.1
Architecture	.0	38.1	43.1	18.7	.0	100.0	5.0
Art and design	.5	56.1	28.7	14.7	.0	100.0	4.6
Business	.1	12.3	43.8	33.8	10.0	100.0	7.3
Education	.0	50.0	42.2	7.4	.3	100.0	4.4
Engineering	.3	24.7	35.7	39.0	.2	100.0	6.5
Geography	.3	35.5	42.4	21.8	.0	100.0	5.2
Humanities	1.1	23.9	45.2	29.8	.0	100.0	5.8
Languages	.2	19.6	42.9	37.3	.0	100.0	6.2
Law	.3	17.2	46.5	36.1	.0	100.0	6.0
Mathematics	.0	29.8	38.4	31.8	.0	100.0	5.9
Medical sciences	1.7	44.5	32.5	19.9	1.3	100.0	5.0
Natural sciences	.7	31.6	34.5	32.8	.4	100.0	5.9
Social sciences	.3	24.7	38.9	36.0	.1	100.0	6.2
Communication	1.5	32.1	45.3	21.2	.0	100.0	5.2
Other areas	.0	37.7	43.4	18.9	.0	100.0	4.8
Various	7.0	46.5	14.0	32.6	.0	100.0	5.4
Total	.4	23.4	41.2	32.8	2.2	100.0	6.2
(n)	(66)	(4,246)	(7,488)	(5,954)	(408)	(18,162)	(18,162)

4.6 Biographical Profile of the Participating Students

As regards the biographical profile of students being awarded an ERASMUS grant in 1989/90, information is available on gender, age at entry to higher education and age at time of study abroad.

Altogether, 56.4 % of the ERASMUS grantees in 1989/90 were female (Table 42). The percentage of women ranged from 67 % of students from Ireland (67 %), 61 % from Italy and 59 % from France (59 %) to 50 % from German institutions of higher education.

Table 42
Gender of ERASMUS Students 1989/90 - by Country of Home Institution and Field of Study
(percentages)

	Country of home institution							
	B		D		DK		E	
Field of Study	Female	Male	Female	Male	Female	Male	Female	Male
Humanities	69.6	30.4	78.8	21.2	78.6	21.4	69.8	30.2
Social science	50.4	49.6	46.7	53.3	52.2	47.8	54.0	46.0
Natural sciences/ Engineering	34.0	66.0	26.3	73.7	34.8	65.2	37.9	62.1
Other/various	70.6	29.4	72.7	27.3	.0	.0	80.0	20.0
Total	52.9	47.1	50.4	49.6	52.7	47.3	57.3	42.7
(n)	(386)	(343)	(1,805)	(1,776)	(213)	(191)	(1,212)	(904)

Table 42 continued

	Country of home institution							
	F		GR		I		IRL	
Field of Study	Female	Male	Female	Male	Female	Male	Female	Male
Humanities	81.7	18.3	62.4	37.6	78.5	21.5	79.2	20.8
Social sciences	61.9	38.1	59.7	40.3	52.7	47.3	75.9	24.1
Natural sciences/ Engineering	28.1	71.9	44.3	55.7	47.0	53.0	31.2	68.8
Other/Various	30.0	70.0	47.1	52.9	.0	.0	.0	.0
Total	59.0	41.0	53.3	46.7	61.0	39.0	67.1	32.9
(n)	(2,100)	(1,462)	(234)	(205)	(1,162)	(744)	(228)	(112)

Table 42 continued

	Country of home institution							
	NL		P		UK		Total	
Field of Study	Female	Male	Female	Male	Female	Male	Female	Male
Humanities	68.4	31.6	65.9	34.1	69.0	31.0	74.8	25.2
Social sc.	51.8	48.2	55.9	44.1	63.0	37.0	56.1	43.9
Natural sc./ Engineering	37.6	62.4	47.2	52.8	31.4	68.6	33.3	66.7
Other/Various	68.8	31.3	50.0	50.0	80.4	19.6	68.2	31.8
Total	54.7	45.3	54.5	45.5	58.3	41.7	56.4	43.6
(n)	(658)	(545)	(84)	(70)	(2,004)	(1,432)	(10,086)	(7,784)

This distribution of male and female students by country strongly reflects the fields of study chosen by the students in the respective countries. As Table 42 shows,

- 25 % of ERASMUS grantees enrolled in the humanities were male. The range was from 38 % in the case of Greece to 18 % in the case of France.
- 44 % of students enrolled in social sciences were male. The range was from 53 % in the case of Germany to 24 % in the case of Ireland.
- 67 % of students enrolled in science and technology fields were male. This quota varied from 74 % in the case of Germany to 53 % in the case of Italy and Portugal.

The naming of the countries with lowest and highest quotas of male and female students in various fields should be read with caution, especially with regard to the smaller countries, because the absolute numbers of students in certain fields in certain countries were too small to draw any reliable conclusions.

Without comparing student populations by field of study in all the EC Member States in detail, however, it is safe to state that women were somewhat more strongly represented among ERASMUS grantees in 1989/90 than among all students at institutions of higher education in the community. This also holds true if one takes into consideration distribution by field of study, as we have done for three countries: In Germany the proportion of female students was 60 % in humanities, 40 % in social sciences, and 26 % in natural sciences and engineering. In Belgium the respective proportions were 64 %, 48 % and 40 %. In Italy 78 %, 43 % and 35 %. These examples also show that the respective proportions of female

participation in ERASMUS tend to be relatively high but are not closely connected with those of higher education in the three countries.

The ERASMUS students in 1989/90 were 19.9 years old on average when they began their studies at institutions of higher education. 55.9 % were less than 20 years old when they first enrolled (26.7 % were 19 years old, 23.5 % 18 years old, and 5.8 % even younger). As Table 43 shows, most of the remaining students (34.3 %) were 20-22 years old when they began their studies. Only 6.5 % were between 23 and 25 years old, and only 3.3 % were older than 25 years.

Table 43
1989/90 ERASMUS Students' Age at Entry to Higher Education - by Country of Home Institution
(percentages)

	Age at beginning of study				Total
Country of home inst.	Up to 19 years	20 - 22 years	23 - 25 years	26 years and above	
B	75.6	20.5	2.5	1.4	100.0
D	21.8	61.8	13.2	3.2	100.0
DK	19.6	57.8	16.6	6.0	100.0
E	71.1	22.2	4.7	1.9	100.0
F	61.6	33.3	3.5	1.5	100.0
GR	63.8	20.5	9.6	6.2	100.0
I	50.7	39.5	5.9	3.9	100.0
IRL	86.1	8.8	2.7	2.4	100.0
NL	50.3	39.6	6.0	4.1	100.0
UK	74.0	17.5	3.6	4.9	100.0
Total	55.9	34.3	6.5	3.3	100.0
(n)	(8,634)	(5,303)	(997)	(511)	(15,445)

As can be seen in Table 44, the average age of ERASMUS grantees at the time when they first enrolled was

- less than 19 years in Ireland and about 19 years in case of Belgium,
- about 19,5 years in Spain, France, and the United Kingdom,
- about 20 years in Greece, the Netherlands and Italy,
- about 21 years or more in the Federal Republic of Germany and Denmark.

The respective data of the Portuguese students can not be presented here, because information about the years of prior study was not made available.

The age at the time of going abroad with the support of ERASMUS - in addition to the different patterns of age at entry to university - also reflects the timing of the study period abroad in the overall course programme. Therefore, the average periods of study prior to the stay in another EC country, which were discussed in detail in section 3.3, are repeated here. As already discussed above, ERASMUS grantees completed an average of 2.8 years of study before their study period abroad. The average length of prior studies varied substantially: between about two years in the case of the United Kingdom (1.8), Ireland (2.2) and France (2.4 years) on the one hand, and on the other almost four years in the case of Spain (3.7). Thus, by and large, one can say that late entry age and a long period of study prior to study abroad are correlated, which leads to an even higher dispersion of the average age by country at the time of study abroad. But one should note that this correlation at country level could not be proved with regard to individual students: At this level the age of entry and years of study before going abroad correlated slightly negatively.

Table 44
Age at Entry to Higher Education, Years of Study Prior to Period Abroad and Age While Abroad 1989/90 - by Country of Home Institution (mean)

Country of home institution	Age at entry to higher education	Years of study prior to study period abroad	Age while abroad
B	19.1	3.3	22.4
D	20.9	2.8	23.8
DK	21.5	3.3	25.0
E	19.3	3.7	22.7
F	19.4	2.4	21.9
GR	19.8	3.1	23.1
I	20.1	3.6	23.8
IRL	18.6	2.2	20.9
NL	20.0	3.3	23.5
P	-	-	24.7
UK	19.5	1.8	21.4
Total	19.9	2.8	22.8

The average age at the start of studies abroad was 22.8 years. It was

- about 21 years for students from Ireland and almost 21 1/2 years for students from the United Kingdom;
- about 22 years for students from France and almost 22 1/2 for Belgian students;
- about 23 years for students from Spain and Greece;
- about 23 1/2 to 24 years for students from the Netherlands, Germany and Italy;
- almost 25 years for Portuguese students and 25 years for students from Denmark.

As Table 45 shows, 88 % of all ERASMUS grantees in 1989/90 were 18-25 years old when they went abroad and were thus within the typical age group targeted by this support scheme. Typically, ERASMUS recipients 1989/90 were 20-23 years old (64.6 %); 5.2 % were younger. 18.4 % were between 24-25 years old and 12.0 % older than 25 years. The percentage older than 23 years varies from 9 % in the case of Ireland and 12 % in the United Kingdom to 71 % in Denmark.

Table 45
ERASMUS Students' Age at Time of Study Abroad 1989/90 - by Country of Home Institution
(percentages)

	Age at time of study abroad									Total
Country of home inst.	Up to 18 years	19 years	20 years	21 years	22 years	23 years	24 years	25 years	26 years and above	All 18 - 25 years
B	.0	1.1	14.2	15.9	29.2	19.7	10.2	4.1	5.5	100.0	94.5
D	.1	1.3	2.7	9.2	16.6	20.5	18.6	12.6	18.5	100.0	81.5
DK	.0	.5	1.3	3.0	8.0	16.6	19.8	19.1	31.7	100.0	68.3
E	.5	2.1	7.5	14.2	24.5	20.2	13.9	6.0	11.1	100.0	88.9
F	1.2	5.0	15.7	24.3	24.4	16.0	6.2	3.0	4.3	100.0	95.6
GR	.2	4.3	9.8	16.1	24.5	14.3	10.2	6.8	13.6	100.0	86.4
I	.0	.1	2.7	10.7	21.4	22.3	15.9	9.1	17.7	100.0	82.3
IRL	3.7	21.7	37.5	17.7	4.0	6.0	2.3	.7	6.4	100.0	93.6
NL	.0	.9	4.3	13.1	18.6	21.8	16.4	10.4	14.6	100.0	85.4
P	.0	.0	.7	6.7	10.4	23.0	21.5	11.9	25.9	100.0	74.1
UK	1.8	12.4	33.8	25.6	10.3	4.5	3.0	1.8	6.8	100.0	93.2
Total	.7	4.5	13.2	16.6	18.6	16.2	11.5	6.9	12.0	100.0	88.0
(n)	(118)	(735)	(2,154)	(2,711)	(3,039)	(2,655)	(1,883)	(1,122)	(1,958)	(16,375)	(14,415)

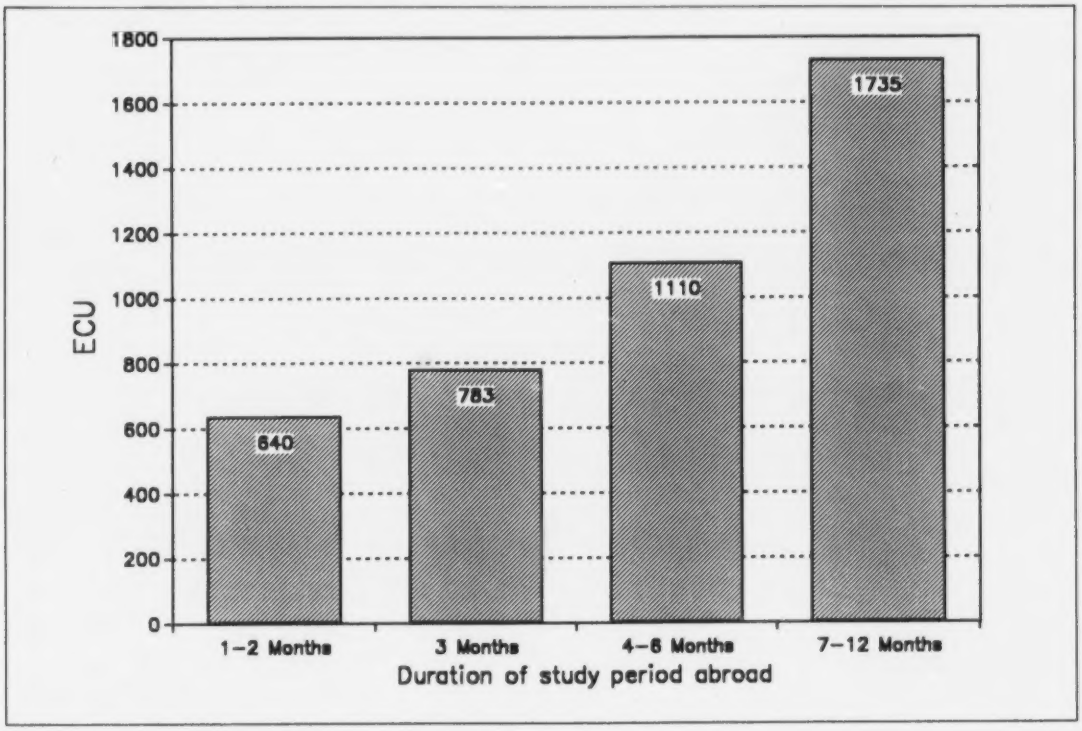
5. ERASMUS Student Mobility Grants

The average student mobility grant for each ERASMUS grantee was 1,231 ECU. The statistics indicate that relatively low average income levels in the country of the home institution and specific national policies for the distribution of ERASMUS support seem to have played a more important role than host country living costs. For example,

- the average support by home country varied much more (826 to 2,316 ECU) than by host country (999 to 1,421 ECU), as Tables 46 and 47 show;
- more than 2,300 ECU on average was provided to students from Portugal and almost 1,523 ECU on average to students from Greece. Of the countries in which the highest sums per student were provided, two were among the poorest EC Member States (Portugal and Greece). On the other hand, support to Irish students was distributed to a relatively large number of recipients who therefore received the smallest average amount: 826 ECU.

Since the grant is usually provided to cover extra living costs in the host country one might expect a certain degree of difference in the allowance according to the period spent abroad. This turns out to be true on average, as Chart 3 shows. Students going abroad for three months received 783 ECU on average and those for seven to twelve months 1,735 ECU on average.

Chart 3
Average Amount of ERASMUS Grant Received by Students 1989/90 - by Duration of the Study Period Abroad (mean in ECU)



But the links between duration of study abroad and the amount granted are closer in some countries than in others. A regression analysis of the grant amounts lead to the conclusion, that the provision of grants in the southern countries of the EC (Greece, Portugal, Spain and Italy) depends strongly on the duration of the stay abroad.

- Portuguese students received an average of 377 ECU as a basic rate and an additional 365 ECU per month abroad;
- Greek students received 208 ECU as a basic rate and 249 ECU per month;
- Students from Italy received a basic rate of 367 ECU and 258 ECU per month;
- Spanish students received 274 ECU as a basic rate and 210 ECU per month abroad.

In the other countries, the duration of study abroad is of some importance but does not play a dominant role. The increase of grant by duration of stay abroad was relatively low in the "northern" countries. For example the grant amount increased less than 200 ECU for Irish and British students staying abroad for half a year and less than 400 ECU for those with a one year stay abroad compared with those who stayed three months abroad. In the case of these countries the criteria in use seem to be more complex or less uniform.

Apart from the duration of stay abroad and the influence of national policies, neither host country costs nor the field of study seem to have been taken into consideration in the fixing of grant levels.

Table 46
Average Amount of ERASMUS Grant Received by Students 1989/90 - by Country of Home Institution and by Duration of the Study Period Abroad (mean in ECU)

	Duration					Total	Average per month
	1 - 2 months	3 months	4 - 6 months	7 - 12 months	13 months and more		
B	-	785	989	1,683	-	982	217
D	617	716	1,232	1,980	890	1,471	204
DK	531	669	978	1,416	-	983	183
E	1,117	925	1,311	2,236	3,014	1,524	253
F	788	556	820	1,488	787	1,047	144
G	-	947	1,499	2,540	-	1,523	288
I	603	1,129	1,679	2,708	-	1,685	330
IRL	704	572	746	995	-	826	127
NL	559	605	792	1,479	-	837	166
P	-	1,515	2,155	3,745	8,955	2,316	436
UK	531	641	802	1,177	890	896	127
Total	640	783	1,110	1,735	954	1,233	199

Table 47
Average Amount of ERASMUS Grant Received by Students 1989/90 - by Host Country and Duration of the Study Period Abroad (mean in ECU)

	Duration					Total	Average per month
	1 - 2 months	3 months	4 - 6 months	7 - 12 months	13 months and more		
B	447	757	978	1,908	-	999	214
D	644	751	1,017	1,552	964	1,175	165
DK	894	1,061	1,450	2,370	-	1,421	299
E	571	758	1,042	1,590	1,257	1,149	184
F	681	812	1,157	1,716	899	1,315	186
G	850	810	1,287	1,555	-	1,129	241
I	571	746	1,119	2,006	1,440	1,188	226
IRL	469	779	1,161	1,803	-	1,320	219
L	-	1,002	1,447	1,625	-	1,422	212
NL	443	788	1,158	1,847	-	1,139	231
P	-	827	1,194	2,019	-	1,235	241
UK	781	773	1,118	1,817	921	1,272	187
Total	640	782	1,110	1,735	954	1,233	199

From an administrative point of view it might be interesting to know how much is spent not only on each student but on each month abroad. Table 48 shows the respective ratios of amount of grant per student month. On average one ERASMUS-month cost 199 ECU in 1989/90. The deviations from this average ratio are higher by country of home institution than by host country. The Portuguese NGAA spent 436 ECU for every month, followed by the Greek one (330 ECU) and the Italian (288). On the other hand the British and the Irish NGAA both spent less money (127 ECU each) for each month than all the others.

Table 49 compares the percentages of ERASMUS student grant allocations made to each Member State, the percentage of students receiving grants and the average amount awarded to each student in 1988/89 by country of home institution. In addition, the percentages of the 18-25 year olds and the percentages of all higher education students are provided; these ratios played a substantial role in the distribution of the ERASMUS grants. The distribution of the grant amounts supplied across the countries is presented in the first column and has been calculated on the basis of the average amount per student (column 2) and the percentage of grantees (column 4). It shows that the deviations of the national shares of the ERASMUS budget for student grants are relatively small in comparison to the other indicators. From this it follows that the percentage of ERASMUS grantees is

relatively high in comparison to the proportion of young people or students, if the average grant amounts are relatively moderate. On the other hand, the average grant is relatively generous in those countries, where the proportion of ERASMUS grantees is lower than the percentages of the corresponding age group and the students enrolled in higher education.

Table 48
Amount of Grant Spent per Student Month 1989/90 - by Country of Home Institution and by Host Country (Ratio in ECU)

	Host country												Total
Country of home institution	B	D	DK	E	F	G	I	IRL	L	NL	P	UK	
B	-	214	319	203	228	224	232	251	-	195	216	208	217
D	180	-	325	230	212	260	333	208	-	176	235	195	204
DK	171	192	-	163	168	241	229	83	-	224	250	173	183
E	262	264	323	-	254	279	268	243	-	271	210	250	253
F	180	141	325	146	-	240	159	178	100	276	289	148	144
G	293	283	304	307	295	-	297	285	289	288	-	284	288
I	350	319	333	299	341	326	-	338	334	343	294	335	330
IRL	138	117	-	134	116	235	153	-	-	195	238	141	127
NL	119	124	187	212	153	197	196	198	-	-	164	183	166
P	424	461	590	408	406	372	423	419	422	479	-	477	436
UK	206	133	294	148	120	176	141	202	-	192	214	-	127
Total	214	165	299	184	186	241	226	219	212	231	241	187	199

In detail, Table 49 shows that

- the proportion of Irish grant recipients was much higher than that of the student mobility grant quota for Irish students. This resulted in the lowest average grant per student of all Member States.
- The percentage of French, British, Belgian, Dutch and Danish students was somewhat higher than the percentage of grant support for these countries. Correspondingly, the average amount for each student was lower than the Community average.
- The percentage of ERASMUS grant support was higher in Germany, Spain, Italy and Greece than the percentage of grantees. The average grant amount was above the average in these countries.
- The proportion of the student mobility grant budget allocated to Portugal was considerably higher than the proportion of Portuguese grantees. This resulted in the highest average grant per student of all Member States.

Table 49
ERASMUS Grants Awarded and Grantees in 1989/90 by Country of Home Institution as Compared to the Proportion of 18-25 Year Olds and of all Students in Higher Education

Country of home institution	Grant support %	Average amount (ECU) per student	Ratio amount per student month (ECU)	Grantees %	18-25-year-olds (1988) %	All HE stud. (1988/89) %
Belgium	3.2	982	217	4.0	2.8	3.3
F.R. of Germany	23.6	1,472	204	19.7	21.5	22.9
Denmark	1.8	983	183	2.2	1.5	1.5
Spain	14.4	1,524	253	11.6	12.1	13.2
France	17.4	1,039	144	20.7	15.6	17.8
Greece	3.0	1,523	288	2.4	2.8	2.4
Italy	14.4	1,686	330	10.5	17.6	16.3
Ireland	1.2	825	127	1.9	1.0	1.0
Luxembourg	-	-	-	-	0.1	0.0
Netherlands	4.5	837	166	6.7	4.7	5.2
Portugal	2.8	2,316	436	1.5	3.2	2.2
United Kingdom	13.7	895	127	18.9	17.2	14.0
Total	100.0	1,231	199	100.0	100.0	100.0

The findings confirm that the distribution of grant support in 1989/90 to the respective countries is largely based on the number of 18-25 year olds and the number of students in institutions of higher education in each country. Some of the less wealthy Member States provide individual students with relatively high support, whereas in Ireland a decision was made to support a relatively large number of students with a relatively low average grant. From the analysis it remains open, whether differences in travel costs and in costs of living play a significant role in the amounts awarded.

6. Free Movers

As a rule, ERASMUS student mobility grants are awarded to "network" students moving within the framework of an approved Inter-University Cooperation Programme (ICP). A limited number of additional awards are given in certain Member States to other students who apply individually to their respective national agencies (NGAAs). There are two types. The first comprise students who make their own arrangements. Most of these "free movers" in 1989/90 came from Italy, Denmark and Greece. Secondly, the term "free mover" comprises ERASMUS grantees who moved within a framework of inter-university cooperation that was not approved as student mobility programme by ERASMUS in 1989/90. All German "free movers", an undefinable number of Danish and about one fifth of the Italian "free movers" belong to this group.

Table 50
Free Movers Among ERASMUS Students 1989/90 - by Country of Home Institution (percentages; absolute numbers in brackets)

Country of Home institution	Type of student: Free mover	Network student	Total
B	.3	99.7	100.0
	(2)	(729)	(731)
D	3.3	96.7	100.0
	(119)	(3,484)	(3,603)
DK	20.8	79.2	100.0
	(84)	(320)	(404)
E	.0	100.0	100.0
	(1)	(2,122)	(2,123)
F	.3	99.7	100.0
	(12)	(3,764)	(3,776)
GR	13.7	86.3	100.0
	(61)	(383)	(444)
I	8.6	91.4	100.0
	(165)	(1,753)	(1,918)
IRL	.6	99.4	100.0
	(2)	(338)	(340)
NL	.5	99.5	100.0
	(6)	(1,213)	(1,219)
P	6.6	93.4	100.0
	(18)	(254)	(272)
UK	.1	99.9	100.0
	(2)	(3,444)	(3,446)
Total	2.6	97.4	100.0
(n)	(472)	(17,804)	(18,276)

Table 51
Field of Study of Free Movers and Network-Students Among ERASMUS Students 1989/90 - by Country of Home Institution (percentages; absolute numbers in brackets)

	Country of home institution										
	D		DK		GR		I		Total		
	Type of student		Type of student		Type of student		Type of student		Type of student		All
Field of study	Free mover	Network student	Free mover	Network student	Free mover	Network student	Free mover	Network student	Free mover	Network student	
Agriculture	.0	.8	2.4	1.6	3.6	1.0	3.0	1.3	2.4	1.2	1.2
Architecture	9.2	3.1	7.1	5.3	.0	2.3	1.8	4.5	5.1	2.4	2.4
Art and design	.0	2.9	8.3	.6	3.6	1.6	3.0	2.2	3.2	3.4	3.4
Business	32.8	27.2	3.6	5.9	3.6	5.2	4.8	5.1	12.4	21.7	21.4
Education	.0	1.6	.0	2.2	10.7	5.5	.6	1.7	1.5	1.6	1.6
Engineering	.8	11.6	8.3	16.2	7.1	15.7	9.7	2.0	6.6	9.5	9.4
Geography	.8	1.8	.0	6.6	1.8	6.5	3.0	1.2	1.5	2.0	2.0
Humanities	.8	2.9	1.2	5.6	17.9	1.8	4.8	5.0	4.5	3.5	3.5
Languages	14.3	21.2	31.0	15.9	10.7	9.1	17.6	30.1	18.0	23.9	23.7
Law	5.9	10.5	2.4	8.1	3.6	24.0	8.5	13.1	6.2	9.5	9.4
Mathematics	1.7	2.2	3.6	.9	5.4	4.7	.6	2.8	2.6	2.3	2.3
Medical	15.1	2.2	6.0	5.0	12.5	6.0	13.3	6.2	11.1	2.7	3.0
Natural	16.0	4.6	3.6	5.6	14.3	5.5	8.5	6.7	9.6	5.2	5.3
Social	2.5	6.5	19.0	18.1	5.4	6.5	20.6	17.9	13.9	9.6	9.8
Communication	.0	.1	3.6	2.2	.0	.0	.0	.5	.6	.8	.7
Other areas	.0	.9	.0	.0	.0	4.4	.0	.0	.6	.6	.6
Various	.0	.0	.0	.0	.0	.0	.0	.0	.0	.2	.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
(n)	(119)	(3,484)	(84)	(320)	(56)	(383)	(165)	(1,753)	(467)	(17,804)	(18,271)

Table 50 shows that 2.6 % percent of all ERASMUS students in 1989/90 were "free movers". 35 % of the free movers were from Italy (165). Most of the other "free movers" came from Germany (119), Denmark (84) and Greece (61). The proportion of "free movers" to all students supported was highest in Denmark (21 %), Greece (14 %), Italy (9 %) and Portugal (7 %). All other countries made little or no use of this mode of support.

According to fields of study we note only some differences between the "free movers" and network students (see Table 51). "Free movers" were relatively more often represented in medical sciences, architecture and natural sciences than the network students, whereas business studies were not as strongly represented among "free movers" as among network students. However, the number of students are often too low to draw real conclusions.

7. The First Year of ECTS

1989/90 was the first year of the European Community Course Credit Transfer System (ECTS) within ERASMUS. This pilot project tests the European potential of credit transfer as an effective means of academic recognition and comprises a limited number of fields (business sciences, mechanical engineering, history, chemistry and medicine) with a limited number of institutions each participating in one of this fields.

In 1989/90, 487 ECTS students were given ERASMUS student grants. Table 52 shows that most came from France, Spain and Germany. The United Kingdom and Italy were next with almost the same number of ECTS students. The United Kingdom hosted by far the largest number of ECTS students. France and Germany, which hosted considerably less, are the second and third largest host countries respectively.

Table 52
Country of Home Institution and Host Country (absolute numbers)

Country of home	Host country											Total
institution	B	D	DK	E	F	G	I	IRL	NL	P	UK	
B	-	8	2	2	3	-	3	-	3	-	6	27
D	2	-	-	10	18	-	4	5	2	1	25	67
DK	1	2	-	6	4	-	-	1	-	-	7	21
E	10	3	-	-	20	-	9	7	-	4	27	80
F	3	25	-	15	-	1	9	6	2	1	36	98
I	3	1	-	5	6	-	-	3	-	-	22	40
IRL	2	3	-	-	5	-	-	-	-	-	10	20
NL	2	8	-	4	11	1	2	1	-	-	7	36
P	1	-	-	1	5	-	2	-	-	3	6	18
UK	1	14	1	8	13	1	1	2	2	-	-	43
Total	25	64	3	51	85	3	30	25	9	9	146	450

33 % of all ECTS students studied business administration, 20 % studied mechanical engineering, 16 % studied history and medicine and 14 % studied chemistry (see Table 53). With regard to the countries of home institution, the number of students enrolled in business administration was especially high in France (54 %) and relatively low in Denmark (20 %). The proportion of ECTS students in mechanical engineering was lowest in the

Netherlands (5 %) and highest in Spain and Ireland (25 %). The proportion of students in history ranged from 8 % in France to 25 % each in Italy and Ireland. No Irish ECTS student was enrolled in medicine whereas more than one third of Greek ECTS students studied this subject. With regard to chemistry the proportions rang form 5 % in Portugal to 23 % in the United Kingdom.

With regard to the timing and duration of their stays and their biographical profile, ECTS students show specific patterns which differ form the other 1989/90 ERASMUS students. The timing of the study period abroad is somewhat later than that of other ERASMUS students. Most ECTS students were abroad in their fourth year of study (35.5 %) and the average ECTS student had 2.9 years of prior studies. The average timing of the study period abroad ranges by country of home institution from 1.9 in United Kingdom to 3.7 in Spain, and by subject area from 2.5 in the case of business administration students to 3.6 in the case of students in medicine (see Table 54).

Table 53
ECTS Students Field of Study 1989/90 - by Country of Home Institution (percentages by country of home institution; absolute numbers in brackets)

	Country of home institution											Total
Field of study	B	D	DK	E	F	G	I	IRL	NL	P	UK	
Business administration	22.2 (6)	26.9 (18)	19.0 (4)	28.7 (23)	54.1 (53)	22.2 (6)	27.5 (11)	30.0 (6)	29.3 (12)	28.6 (6)	37.2 (16)	33.2 (161)
Mechanical engineering	22.2 (6)	22.4 (15)	9.5 (2)	25.0 (20)	21.4 (21)	22.2 (6)	15.0 (6)	25.0 (5)	4.9 (2)	23.8 (5)	18.6 (8)	19.8 (96)
History	22.2 (6)	19.4 (13)	19.0 (4)	12.5 (10)	8.2 (8)	11.1 (3)	25.0 (10)	25.0 (5)	26.8 (11)	14.3 (3)	14.0 (6)	16.3 (79)
Medicine	14.8 (4)	11.9 (8)	28.6 (6)	20.0 (16)	6.1 (6)	37.0 (10)	17.5 (7)	.0 (0)	31.7 (13)	28.6 (6)	7.0 (3)	16.3 (79)
Chemistry	18.5 (5)	19.4 (13)	23.8 (5)	13.7 (11)	10.2 (10)	7.4 (2)	15.0 (6)	20.0 (4)	7.3 (3)	4.8 (1)	23.3 (10)	14.4 (70)
Total (n)	100.0 (27)	100.0 (67)	100.0 (21)	100.0 (80)	100.0 (98)	100.0 (27)	100.0 (40)	100.0 (20)	100.0 (41)	100.0 (21)	100.0 (43)	100.0 (485)

ECTS students studied abroad longer than other ERASMUS grantees. The former stayed abroad 7.7 months on average, the latter 6.2 months. More than half of the ECTS students were abroad between 7 months and a full year. 38 % were abroad between 4 and 6 months and only 4 % stayed abroad 3 months.

Unlike ERASMUS students in general, the proportion of female ECTS students was slightly lower at 46 %. This might reflect the fields of study included in the ECTS programme. Female participation was very low in mechanical engineering (17 %) and 41 % in chemistry. In medicine and in business administration the proportion of female students was 64 % and 56 % respectively. In history female participation was 51 %.

ECTS study abroad students were slightly younger than network students and the free movers (22.4 years compared to 22.8 years). The average ranged from 20.4 in the case of Irish ECTS students to 26.3 in the case of the Danish ECTS students. With regard to the age at entry in higher education the ECTS students were about 8 months younger than other ERASMUS students (19.2 years compared to 19.9 years).

The average grant for ECTS students was 1,460 ECU, i.e. 245 ECU more than the other ERASMUS students, but since ECTS students were longer abroad than their counterparts in the ERASMUS ICPs the grant per month for ECTS students (192 ECU) was slightly less. Differences by country in the average grant amount of ECTS students do not follow the patterns outlined in chapter 5. Irish, Belgian, Danish and British ECTS students received considerably more than other ERASMUS students from these countries (see Table 54); a finding that holds true if the duration of stay abroad is taken into consideration.

Table 54
Timing and Duration of Stays Abroad, Age While Abroad and Average Amount of ERASMUS Grant of ECTS Students in 1989/90 - by Country of Home Institution (mean)

	Years of study prior to study period abroad	Duration of study period abroad	Age while abroad	Average amount of ERASMUS grant (in ECU)
B	3.1	6.8	21.9	1,851
D	3.8	8.0	23.5	1,339
DK	2.6	6.5	26.3	1,909
E	3.7	10.1	22.2	1,701
F	3.0	7.0	22.1	1,092
I	2.8	8.4	22.3	1,869
IR	2.3	6.6	20.4	1,822
NL	3.1	6.3	22.3	935
P	-	7.5	22.4	2,250
UK	1.9	6.7	20.6	1,552
Total	2.9	7.7	22.4	1,476

8. Analysis of Student Reports 1989/90

8.1 Research Design, Methods and Procedures

This chapter is based on the "Student Report 1989/90", a short questionnaire which was sent to all ERASMUS students prior to their period abroad by the National Grant Awarding Authorities (NGAAs).

After their return from the study period abroad, students were asked to provide basic information regarding:

- their biography and educational careers
- the patterns of the ERASMUS supported period
- studying at the host institution of higher education
- accommodation
- financial resources
- foreign language proficiency before and after the study period abroad
- academic achievements
- summary assessment of the life and study period in the host country.

The questionnaire comprised 4 pages, more than 24 questions and about 100 variables. Most of the questions were closed, although there was a final open category "others". At the end of the questionnaire, students were asked to describe the experiences they appreciated most during the period abroad and to identify the serious problems they had met. Finally they were asked about suggestions for improvements to the programme. Most questions used in the "Student Report 1989/90" were adapted from the questionnaire "Experiences of ERASMUS students 1988/89", and the findings can therefore be compared to those reported by ICP students in the preceding year. The questionnaire was translated into eight of the nine official EC languages. Greek students were provided with an English and a French version.

About 80 percent of the students returned the report via the NGAAs, to the ERASMUS Bureau in Brussels. A sample of 5,139 students was drawn from the 15,000 student reports available. The sample was representative with regard to home and host country, field of study and the duration of the period abroad

On average, 27 percent of the ERASMUS students 1989/90 from each country were covered by the survey (see Table 55). However, only 17 percent of Irish students were covered because many of them used the form of the preceding year.

Table 55
Representation of Sample of Student Reports by Country of home institution

Country of home instituiton	All students Number	Percent	Sample Number	Percent	Representation rate Percent
B	757	4.02	216	4.20	28.53
D	3,612	19.17	1,013	19.71	28.05
DK	404	2.14	110	2.14	27.23
E	2,131	11.31	627	12.20	29.42
F	3,953	20.98	988	19.23	24.99
G	444	2.36	130	2.53	29.28
I	2,235	11.86	565	10.99	25.28
IRL	340	1.80	57	1.11	16.76
NL	1,223	6.49	361	7.02	29.52
P	273	1.45	81	1.58	29.67
UK	3,471	18.42	991	19.28	28.55
Total	18,843	100.00	5,139	100.00	27.27

The following chapter only covers the experience of students abroad and at home which are not available on the NGAA technical data sheets. For general figures regarding gender, age and the patterns of the ERASMUS supported period see the chapters above.

8.2 Study and Experiences in the Host Country

About 69 percent of the ERASMUS students were engaged in full-time study during study period abroad, a further 6 percent in part-time study. 23 percent participated in work placement in the host country, of which 16 percent carried out a work placement in addition to a study and the remaining 7 percent only carried out a work placement. 2 percent of ERASMUS students mentioned other study-related activities, such as thesis preparation.

As Table 56 shows, work placements were most common among students in agriculture (45 %), medical fields (41 %), natural sciences (37 %), business studies (35 %) and engineering (30 %). These figures are similar to those of ICP students surveyed in the preceding year[3].

[3] F. Maiworm, W. Steube and U. Teichler, eds. Learning in Europe: The ERASMUS Experience. London: Jessica Kingsley, 1991 (ERASMUS Monographs, No. 14).

The average work placement period lasted 4.2 months (as compared to 4.5 months of ICP students 1988/89). 53 percent of those on work placement reported placements for 1-3 months, 37 percent reported 4-6 months and 10 percent reported placement periods of over 6 months.

Table 56
Major Activities During the Study Period Abroad - by Field of Study (percentages)

	Major field - during study abroad																Total
	Agr	Arc	Art	Bus	Edu	Eng	Geo	Hum	Lan	Law	Mat	Med	Natur	Soc	Com	Oth	
Full-time study	41	76	73	62	56	62	71	76	78	80	68	54	56	72	74	48	69
Part-time study	10	11	10	3	13	2	4	13	7	10	7	3	4	9	10	14	6
Work placement	27	5	3	2	6	18	10	2	3	2	15	20	21	6	3	17	7
Full-time study/ part-time study	0	0	1	0	2	0	0	0	0	1	1	0	0	0	0	0	0
Full-time study/ work placement	14	3	8	31	8	9	5	5	8	5	7	16	13	8	3	7	13
Part-time study/ work placement	4	3	3	2	11	2	2	1	3	1	2	4	3	3	6	7	3
Full/part-time study/ work placement	0	0	0	0	0	1	1	0	0	0	0	1	0	0	0	0	0
Other	4	2	1	0	3	6	7	3	1	1	1	2	3	1	3	7	2
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
(n)	(73)	(125)	(153)	(1067)	(62)	(465)	(92)	(147)	(1204)	(434)	(105)	(141)	(291)	(422)	(31)	(29)	(4841)

Question 9.: Study activities abroad (multiple reply possible)

Agr = Agricultural sciences
Arc = Architecture, urb. and reg. planning
Art = Art and design
Bus = Business studies, management sciences
Edu = Education, teacher training
Eng = Engineering, technology
Fra = Framework agreements in various areas of study
Geo = Geography, geology
Hum = Humanities
Lan = Languages, philological sciences
Law = Law
Mat = Mathematics, informatics
Med = Medical sciences
Nat = Natural sciences
Soc = Social sciences
Com = Communic. and inf. sciences
Oth = Other areas of study

ERASMUS students were asked to estimate all the weekly hours spent on various types of study, including practical projects, foreign language learning, independent study, work on thesis, field trips etc. As Table 57 shows, students reported 39 hours spent on study during a normal working week at the host institution. The same weekly work load was stated by ICP students in 1988/89.

Of this total, 15 hours were spent on attending courses. 10 hours on independent study, five hours on practical projects and about four hours on thesis preparation. On average, 2.8 hours per week were spent on language training. The distribution of study time abroad varied substantially by host country: more hours were spent on courses and course-related activities by study abroad students in France (17.2 hours) or the United Kingdom (16.1

hours), whereas less hours were spent on courses by students going to Denmark (9.5 hours), Greece (10.7 hours) and Portugal (11.7 hours). Students going to Greece spent, on average, more time on field trips (5.1 hours) than the students going to other EC countries, especially as compared to students going to Ireland and France (0.7 and 1 hours per week).

Table 57
Weekly Hours Spent on Study - by Host Country (mean)

	Host country											Total
	B	D	DK	E	F	GR	I	IRL	NL	P	UK	
Courses and course-related activities (hours)	14.1	14.4	9.5	14.6	17.2	10.7	13.4	14.4	13.3	11.7	16.1	15.3
Practical projects, laboratory work etc. (hours)	5.2	3.4	8.6	3.0	4.4	6.6	4.2	4.3	7.0	8.9	5.6	4.8
Independent study (hours)	11.0	9.8	10.1	9.5	9.0	11.0	11.0	9.4	9.3	7.3	9.9	9.7
Work on thesis (hours)	4.3	3.4	3.5	4.2	3.3	3.6	3.7	3.1	4.7	4.1	3.5	3.6
Field trips, study-related excursions, observ. (hours)	1.9	1.3	2.5	1.9	1.0	5.1	2.6	.7	1.6	1.9	1.3	1.5
Language training (hours)	1.9	3.4	2.7	3.4	2.6	2.8	4.5	2.8	3.2	3.5	1.9	2.8
Other study activities (hours)	2.1	.8	2.4	1.3	1.1	1.8	1.1	1.3	1.5	.7	1.2	1.2
Total	40.5	36.5	39.3	37.9	38.5	41.6	40.5	36.0	40.6	38.0	39.4	38.7
(n)	(185)	(711)	(73)	(497)	(1,153)	(58)	(349)	(139)	(255)	(67)	(1,343)	(4,830)

Question 11 : How many hours per week did you spend on average on the following types of study? Please estimate for the academic study period only (i.e. excluding work placement and holiday periods).

The time spent on practical projects or laboratory work varied considerably by field of study. It ranged from one hour per week in law to 19 hours in natural sciences, as Table 58 shows. The average number of hours spent on study was highest in fields which required substantial laboratory work.

Table 58
Weekly Hours Spent on Study - by Field of Study (mean)

	Major field - during study abroad															Total
	Agr	Arc	Art	Bus	Edu	Eng	Geo	Hum	Lan	Law	Mat	Med	Natur	Soc	Com	Oth	
Courses and course-related activities (hours)	10.8	9.8	11.2	19.5	12.4	13.6	9.3	14.0	15.6	16.9	13.2	11.9	10.5	14.1	15.8	11.7	15.2
Practical projects, laboratory work etc. (hours)	12.9	11.1	9.3	2.4	2.8	10.5	6.2	1.7	1.4	.8	7.4	14.5	18.8	2.3	2.7	4.7	4.8
Independent study (hours)	8.2	10.2	14.0	9.2	10.6	8.4	9.1	10.9	9.9	11.7	8.5	9.4	7.5	9.8	7.1	7.3	9.7
Work on thesis (hours)	6.9	3.8	3.5	2.3	3.2	4.8	6.0	6.8	3.5	2.6	4.6	2.9	3.7	4.7	5.5	6.3	3.6
Field trips, study-related excursions, observ. (hours)	2.6	7.0	4.7	.8	1.9	.7	5.1	1.7	1.6	.9	.3	.6	.5	1.5	.7	2.3	1.5
Language training (hours)	1.6	2.9	2.2	2.4	4.0	2.2	3.9	3.7	3.1	3.4	1.7	2.3	2.1	3.2	3.7	1.9	2.8
Other study activities (hours)	.7	2.1	2.5	.8	3.7	1.5	1.5	1.3	.7	1.1	2.1	3.0	.9	1.3	.4	1.9	1.2
Total	43.6	47.0	47.5	37.4	38.7	41.7	41.2	40.0	35.8	37.4	37.8	44.7	43.9	36.9	36.0	36.1	38.7
(n)	(65)	(127)	(150)	(1057	(64)	(448)	(96)	(151)	(1234	(443)	(105)	(140)	(277)	(420)	(29)	(25)	(4831)

Question 11.: How many hours per week did you spend on average on the following types of study? Please estimate for the academic study period only (i.e. excluding work placement and holiday periods).

Agr = Agricultural sciences
Arc = Architecture, urb. and reg. planning
Art = Art and design
Bus = Business studies, management sciences
Edu = Education, teacher training
Eng = Engineering, technology
Fra = Framework agreements in various areas of study
Geo = Geography, geology
Hum = Humanities
Lan = Languages, philological sciences
Law = Law
Mat = Mathematics, informatics
Med = Medical sciences
Nat = Natural sciences
Soc = Social sciences
Com = Communic. and inf. sciences
Oth = Other areas of study

About 90 percent of the ERASMUS students[4] took - at least in part - courses taught in the language of the host country, while 68 percent only attended courses taught in the host country language. As Table 59 shows, 4 percent were taught in the home country language only and 4 percent only in a third languages (i.e. neither the host countries nor the home countries language). Students from Belgium and Ireland were most likely to be taught abroad in their home country language, a not surprising finding, as many students from both countries went to neighbouring countries with identical languages - in the former case to France or the Netherlands and in the latter case to the United Kingdom.

[4] Students from Spain had to be excluded from the analysis because of confusion arising from the translation of the corresponding question.

Table 59
Language of Instruction During Study Period Abroad - by Host Country (percentages)

	Host country											Total
	B	D	DK	E	F	GR	I	IRL	NL	P	UK	
Host	24	69	16	73	74	13	66	69	14	56	84	68
Home	19	3	5	1	4	12	5	9	27	3	0	4
Host+home	4	8	21	6	6	10	11	5	8	19	5	7
Home+other	10	0	8	1	1	6	0	0	9	0	0	1
Host+other	18	13	27	12	11	12	12	7	14	16	6	11
Host+home+ other	2	5	5	6	3	23	4	7	5	6	3	4
Other	23	1	19	1	2	25	2	3	25	0	1	4
Total	100	100	100	100	100	100	100	100	100	100	100	100
(n)	(156)	(664)	(63)	(497)	(970)	(52)	(284)	(122)	(221)	(63)	(1204)	(4296)

Question 10: What was the language of instruction in the courses you took at the host university? If you were taught in more than one language, please state percentages.

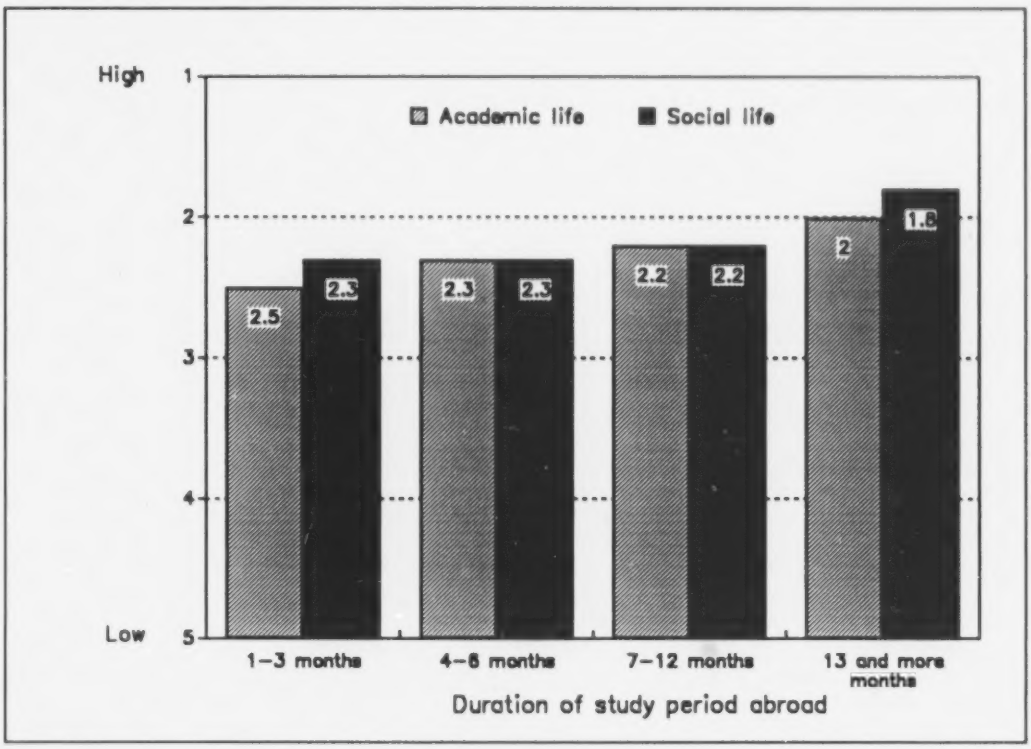
The host country language was least often (solely or partly) the language of instruction for students going to the Netherlands (41 %), Belgium (50 %), Greece (58 %) or Denmark (69 %). In these cases ERASMUS students were most often taught in an other language (usually English): the Netherlands (25 %), Greece (25 %), Belgium (23 %) and Denmark (19 %). Among relatively small countries, whose languages are not widely used internationally and scarcely taught in the secondary schools of other EC Member States, Portugal turned out to be an exception, because almost all of the students going to Portugal were taught - at least in part - in Portuguese and 56 percent were taught only in Portuguese. These findings do not differ significantly from those of the ICP student survey of the preceding year.

The longer the study period abroad lasted, the more likely were courses to be given in the host country languages. 24 percent of students going abroad for 1-3 months did not take any courses in the host country language, but 17 percent for those abroad for 4-6 months and 9 percent for those abroad for more than 6 months. Conversely, the proportion of those taught only in the host country language was 52 percent (3 months), 63 percent (4-6 months) and 69 percent (more than 6 months).

On a scale from 1 = "to a great extent to 5 = "not at all", ERASMUS students were asked to state the degree of their integration into the academic life and the social life of their host institution. With respect to the ratings, students in 1989/90 felt more integrated regarding

both aspects than ERASMUS students surveyed in 1988/89. The average rating of integration into academic life was 2.3 and of integration into the social life was 2.2. (as compared to 2.5 in both cases in 1988/89). As Chart 4 shows, the ratings were the higher, the longer the study period abroad; they ranged from 2.5 or 2.3 (up to 3 months) to 0 or 1.8 in the case of students staying abroad for more than one year.

Chart 4
Integration into Academic and Social Life in the Host Country, by Duration of Study Period Abroad (mean)



ERASMUS students felt academically and socially most integrated in Ireland (1.9) and the United Kingdom (2.1). The greatest difficulties regarding integration into academic life was observed by ERASMUS students spending their period abroad in Greece (3.2), Italy (2.7) and Portugal (2.7).

Spanish, Italian, Greek (2.1 each) and French students (2.2) felt most integrated in the academic life of the host institutions, while British (2.8), Danish and Irish students (2.6) felt academically least integrated. As regards social integration a similar pattern was observed, though the differences were somewhat smaller (2.0 and 2.6). Perhaps, the level of expectation varies among students from different countries: British, Irish and Danish universities encourage communication among students and between teachers and students most

strongly, and students from these countries therefore expect a high degree of communication abroad and are most likely to rate the setting abroad negatively. Conversely, Spanish, Italian, Greek and French students who experience relatively less communication and independent study at their home institution may perceive foreign higher education more favourably with regard to integration, or they might in fact more easily become integrated into the academic or social life of host institutions.

8.3 Accommodation in the Host Country

About half the students supported by the ERASMUS programme were provided with university accommodation (halls of residence furnished by universities or other agencies for the accommodation of students) during the study period abroad. As Table 60 shows, about a third of the students had an apartment or a house together with other students, while about one tenth lived in rooms in private homes with other families. Other modes of accommodation played a minor role (as in the preceding year).

The proportion of students provided with university accommodation varies greatly according to host country:

- the majority of ERASMUS students going to France (60 %), the United Kingdom (59 %) and Germany (57 %) lived in halls of residence
- almost half the students spending their period abroad in Belgium (48 %) and Denmark (45 %) lived in halls of residence
- the proportion of ERASMUS students going to Italy (44 %) and Greece (41 %) who lived in university accommodation was only slightly higher than those living in apartments or houses together with other students. More students going to Greece lived in hotels or pensions (15 % as compared to 3 percent of all ERASMUS students) than students going to other countries.
- students going to the Netherlands were more likely to live in an apartment or room with other students than in university halls of residence (49 % and 35 % respectively)
- few students going to Spain (10 %) and Ireland (16 %) lived in university halls of residence during their study period. Apartments or houses together with other students or rooms with private families were more common.

The type of accommodation abroad was to some extent linked to the duration of study period abroad: the longer the duration of the period abroad, the higher the percentage of students who lived in university halls of residence; 56 percent of those abroad for more than 6 months as compared to 42 percent of those abroad for, at most, 3 months.

Table 60
Accommodation During Study at Host Institution - by Host Country (percentages)

	Host country											Total
Accommodation	B	D	DK	E	F	GR	I	IRL	NL	P	UK	
University accommodation	48	57	45	10	60	41	44	16	35	28	59	49
Apartment/house together with other students	35	24	38	61	24	37	40	49	49	41	29	33
Apartment/ house with parents/relatives	1	0	0	2	1	0	1	1	1	3	0	1
Apartment/ house with partner and/ or children	2	0	0	1	1	0	2	3	1	0	0	1
Room in private home with another family	9	13	8	17	7	7	5	32	9	31	11	11
Host - hotel/ pension/board-ing house	3	1	3	7	1	15	9	1	1	3	2	3
Host - other	6	4	9	5	7	10	4	2	6	3	2	4
Not ticked	3	3	1	3	2	0	4	1	4	4	2	2
Total	105	103	104	106	103	110	108	105	106	113	105	105
(n)	(190)	(740)	(74)	(509)	(1186)	(59)	(356)	(148)	(272)	(71)	(1398)	(5003)

Question 12: Where did you live most of the time during your studies at your home university and during the study period abroad?

As Table 61 shows, only 17 percent lived in halls of residence while studying at home, whereas 39 percent lived in apartments or in a house shared with other students and 31 percent lived together with parents or relatives. Nearly the same proportion of ERASMUS students lived in university accommodation or with parents and relatives while studying at home.

The type of accommodation while studying at home also varies considerably according to the home country. Students from the United Kingdom (37 %), Denmark (30 %) and France (22 %) most often lived in halls of residence. Significant numbers of Dutch (64 %), British (60 %), Belgian (47 %) and German (36 %) students shared apartments or houses with other students while studying at home. In contrast, many Spanish (61 %), Italian (57 %), Greek (48 %) and Portuguese (44 %) students lived with their parents while studying in their home country.

These findings were similar to those reported by the ERASMUS students surveyed in 1988/89.

Table 61
Accommodation During Study at Home Institution - by Country of Home Institution (percentages)

	Country of home institution											Total
Accommodation	B	D	DK	E	F	GR	I	IRL	NL	P	UK	
University accommodation	9	14	30	6	22	7	6	4	1	7	37	17
Apartment/ house together with other students	47	36	26	26	24	29	32	40	64	19	60	39
Apartment/ house with parents/relatives	33	25	8	61	35	48	57	47	16	44	4	31
Apartment/ house with partner and/or children	3	6	14	3	4	1	1	2	7	14	3	4
Room in private home with another family	8	6	9	1	10	2	1	7	3	14	3	5
Hotel/pension/ boarding house	1	0	0	1	1	1	1	0	0	0	0	0
Other	3	12	6	2	6	4	3	0	9	5	2	6
Not ticked	0	2	7	3	4	8	1	2	1	0	4	3
Total	104	102	101	102	105	100	103	102	101	102	112	105
(n)	(216)	(1013)	(110)	(627)	(988)	(130)	(565)	(57)	(361)	(81)	(991)	(5,139)

Question 12: Where did you live most of the time during your studies at your home university and during the study period abroad?

8.4 Financing of the Study Period Abroad

Almost all students provided information on how they financed the study period abroad. 42 percent of the expenses in the host country were either met by the students themselves (working, savings) or by their families, 37 percent by the ERASMUS grant, 17 percent by other grants and loans and 4 percent from other sources (Table 61). However, 70 percent of the expenses Portuguese students spent abroad were covered by the ERASMUS grant. The respective proportion was about half for Belgian, Italian and Spanish students and about one third for German, Danish, Irish and Dutch students. Lowest coverage of

expenses abroad by the ERASMUS grant was reported by students from France (26 %). Greek and French students had to cover the highest proportion of the study period abroad through help from their families and through their own money (54 and 53 %), followed by the German students with 50 percent. Lowest coverage in this respect was reported by Dutch (19 %) and Danish (16 %) students; in their case, home country grants and scholarships played an important role by covering the expenses abroad (44 and 34.9 %, respectively). These findings are similar to those of the preceding year.

Table 62
Financing of Study Period Abroad - by Country of Home Institution (percentages)

	County of home institution											Total
	B	D	DK	E	F	GR	I	IRL	NL	P	UK	
ERASMUS grant	53.4	39.7	28.3	50.9	26.2	43.3	52.6	28.8	30.6	69.9	25.5	37.3
Other European Community programme grant	.3	.1	.3	.3	.6	.2	.3	1.1	.1	.0	.3	.3
Home country grant/scholarship	1.6	1.7	34.9	6.7	7.7	.0	1.8	12.3	44.0	.1	29.7	12.5
Home country loan	1.0	5.4	12.5	.2	2.7	.0	.0	4.7	1.9	.0	2.1	2.5
Host country grant/scholarship	.3	.5	2.1	.1	.5	.4	.1	.4	1.3	.0	1.0	.6
Support by work placement or employer	.2	.7	.1	.5	1.8	.4	.0	3.2	.9	.0	2.3	1.1
Other type of support abroad	.1	.3	.1	.4	.6	.2	.5	.4	.2	1.2	.5	.4
Other grants	.3	.4	3.6	1.4	3.5	.4	.8	1.1	.6	1.3	.9	1.4
Parents, relatives	32.9	30.4	1.6	27.6	39.1	45.0	32.9	25.4	10.0	16.7	26.7	29.5
Own money (work, savings)	8.7	20.1	14.7	11.0	13.8	9.1	10.2	22.4	9.0	10.5	9.4	12.9
Other	1.1	.8	1.8	1.0	3.2	.9	.4	.6	1.2	.4	1.1	1.3
Total	(213)	(1009)	(107)	(613)	(966)	(129)	(562)	(56)	(353)	(80)	(972)	(5060)

Question 16.: How did you finance your study period abroad (including travel and tuition fees if any)? Please estimate percentages (including value of free rent if applicable, etc.) If applicable, state the name of the support scheme or of the supporting agency.

Apart from the influence of home country, the duration of study period abroad has some importance for the financing of the study. The ERASMUS grant covered almost half the expenses for students staying abroad for 1-2 months, 39 percent for students staying abroad for 4-6 months and 33 percent for students staying abroad longer than 6 months.

The financing of study period abroad by students themselves or by their families increased with the duration of study abroad, this ranged from 38 percent (1-2 months) to 45 percent (more than 6 months).

To get more information on the distribution of funds students were asked about the timing of receipt of the ERASMUS grant. The time scale which the students were given in the questionnaire was divided into three categories: prior to the departure, during the study period abroad and after return from the host country. According to the replies the following figures emerged:

- 35 percent of the students received the ERASMUS grant partly or totally before the study period abroad,
- 55 percent received the ERASMUS grant during the period abroad (incl. 5 percent of students who received their grant during and after the period abroad),
- 10 percent of the students received the ERASMUS grant after they had returned from the host country

Table 63
Timing of Receipt of ERASMUS Grant - by Country of Home Institution (percentages)

	Country of home institution											Total
	B	D	DK	E	F	GR	I	IRL	NL	P	UK	
Received ERASMUS grant before study period abroad	50	13	86	50	12	75	51	51	63	85	33	35
Received ERASMUS grant during study period abroad	40	77	23	52	73	38	40	65	40	18	68	60
Received ERASMUS grant after study period abroad	21	15	12	22	35	2	15	9	37	0	12	20
Total	111	105	121	124	120	116	107	125	140	103	112	115
(n)	(214)	(1,000)	(108)	(609)	(938)	(128)	(563)	(57)	(353)	(79)	(972)	(5,021)

Question 14.: When did you receive the ERASMUS grant (multiple reply possible)?

As Table 63 shows, the provision of grants after return from the host country was most common for students from France (19 %) and Belgium (13 %). Only 5 percent or less of the students from Portugal, Greece, Denmark and Ireland experienced such delays. Most students from Denmark (86 %), Portugal (85 %) and Greece (75 %) received their grants, fully or partly, prior to the period abroad.

The timing of receipt of the ERASMUS grant depends to a certain extent on the duration of the period abroad. In the case of relatively short periods abroad of, at most, three months, the provision of the ERASMUS grant more often happens prior to the departure or after return than in the case of periods abroad for more than 3 months. About half of the students spending, at most, 3 months in the host country received their total grant prior to the departure and one fifth after return from host country. The respective proportions were 29 percent and 13 percent for those staying abroad 4-6 months and 8 percent and 3 percent for those spending more than half a year in the host country. Conversely, the longer the period abroad lasted the more students received their grant during the period abroad.

Table 64
Number of Instalments of ERASMUS Grant - by Country of Home Institution (percentages)

	Country of home institution											Total
	B	D	DK	E	F	GR	I	IRL	NL	P	UK	
1	84	57	75	50	55	68	89	60	49	97	63	63
2	13	25	13	41	29	29	10	39	44	3	32	28
3	4	7	5	8	13	3	0	2	5	0	4	6
4	0	3	1	1	3	0	0	0	0	0	1	1
5 or more	0	8	6	0	0	0	0	0	2	0	0	2
Total	100	100	100	100	100	100	100	100	100	100	100	100
(n)	(214)	(973)	(104)	(595)	(894)	(127)	(559)	(57)	(343)	(78)	(954)	(4,898)

Question 15 : Did you receive the ERASMUS grant in one or several instalments?

63 percent of the students received their ERASMUS grant in one instalment (see Table 63). A further 28 percent were paid in two instalments and 9 percent were paid in three or more instalments. The number of instalments did not reflect the duration of the period abroad, but showed national policies to be important:

- Nearly all students from Portugal (97 %), Italy (89 %) and Belgium (84 %) received their grant in one instalment,
- More than two thirds of students from Denmark (75 %) and Greece (68 %) received their grant in one instalment,
- Grants in two instalments were most common for students from the Netherlands (44 %), Spain (41 %), Ireland (39 %) and the United Kingdom (32 %),

- German and French students were most frequently paid three or more instalments (18 % and 16 %, respectively).

8.5 Outcomes

ERASMUS students were asked to rate their competency in the major language of instruction at the host institution (prior and after the study period abroad) in reading, listening, speaking and writing in an academic setting. All ratings were made on a scale from 1 = "very good" to 7 = "extremely limited".

On average, the four ratings before the study period abroad ranged from 3.5 to 4.2. The self-rating competency of reading in an academic setting (3.5) was clearly better than speaking (4.2) or writing (4.1). On average of the four aspects addressed, Greek students rated their prior language competency most highly (3.5), whereas Irish (4.5), British (4.2) and Portuguese students (4.1) rated it lowest. The low competency of British and Irish students certainly reflects the fact that the home languages are the most used internationally. This corresponds to the fact that students who went to the United Kingdom and Ireland rated their competency of the host country language highest (3.5). Students going to Portugal (5.4), Italy (4.8), Denmark (4.5) and Greece (4.6) felt least prepared with regards to competency in the host country language.

The competency in foreign language varies also by the field of study. The students enrolled in foreign language (3.5) and in business studies (3.6) felt themselves to be strongest in foreign language prior to the study period abroad. Students in agriculture (4.8), geography (4.6), art and design (4.4) and natural science (4.5) rated their prior foreign language competency modestly.

For a comparison between competency in foreign language prior to and after the study period abroad, the students were also asked to rate their competency after the period abroad. This self-rating level of foreign language competency increased significantly. Table 64 shows that the self-rating competency after the period abroad ranged from 2.0 in writing and listening to 2.4 in speaking and 2.7 in writing in an academic setting. It is evident that passive competency, i.e. reading and listening, was considered better than active competency, i.e. speaking and writing.

Table 65a
Selfrating of Competency in Language of Instruction Prior to Study Period Abroad - by Country of Home Institution (mean*)

	Country of home institution											Total
	B	D	DK	E	F	GR	I	IRL	NL	P	UK	
Reading in academic setting - prior	3.3	3.3	3.3	3.2	3.5	3.1	3.5	4.2	3.1	3.4	3.9	3.5
Listening in academic setting - prior	3.8	3.6	3.3	3.4	3.8	3.3	3.8	4.2	3.4	3.8	4.1	3.7
Speaking in academic setting - prior	4.3	4.1	3.7	3.9	4.2	3.7	4.3	4.9	4.0	4.5	4.5	4.2
Writing in academic setting - prior	4.3	4.0	4.2	3.8	4.1	3.5	4.3	4.6	4.0	4.8	4.3	4.1
(n)	(119)	(972)	(98)	(325)	(852)	(91)	(458)	(44)	(289)	(71)	(840)	(4159)

Question 18.: How do you rate your competency in the (major) language of instruction at the host university (reply only if different from the language of instruction at your home university)?

* On a scale from 1 = "very good" to 7 = "extremely limited"

Table 65b
Selfrating of Competency in Language of Instruction After Study Period Abroad - by Country of Home Institution (mean*)

	Country of home institution											Total
	B	D	DK	E	F	GR	I	IRL	NL	P	UK	
Reading in academic setting - after	1.9	1.8	1.9	1.8	2.1	2.1	1.9	2.3	1.9	2.0	2.5	2.0
Listening in academic setting - after	2.1	1.8	1.7	1.8	2.0	2.1	1.9	2.3	1.9	2.0	2.3	2.0
Speaking in academic setting - after	2.6	2.2	2.1	2.2	2.4	2.3	2.2	2.8	2.4	2.5	2.7	2.4
Writing in academic setting - after	2.7	2.4	2.8	2.3	2.6	2.4	2.6	2.8	2.8	3.2	3.0	2.7
(n)	(119)	(964)	(98)	(317)	(839)	(86)	(459)	(44)	(287)	(71)	(815)	(4099)

Question 18.: How do you rate your competency in the (major) language of instruction at the host university (reply only if different from the language of instruction at your home university)?

* On a scale from 1 = "very good" to 7 = "extremely limited"

Table 66a
Selfrating of Competency in Language of Instruction prior to Study Period Abroad - by Host Country (mean*)

	Host country											Total
	B	D	DK	E	F	GR	I	IRL	NL	P	UK	
Reading in academic setting - prior	3.5	3.8	4.5	3.8	3.3	4.9	4.4	3.0	4.3	4.8	3.0	3.5
Listening in academic setting - prior	3.7	3.9	4.8	4.0	3.6	5.0	4.4	3.4	4.5	5.2	3.4	3.7
Speaking in academic setting - prior	4.2	4.4	5.0	4.6	4.0	5.4	5.0	3.9	4.9	5.5	3.8	4.2
Writing in academic setting - prior	4.2	4.2	5.1	4.4	4.0	5.1	5.1	3.8	4.8	5.6	3.7	4.1
(n)	(94)	(650)	(43)	(479)	(1,020)	(30)	(285)	(122)	(84)	(63)	(1,281)	(4,151)

Question 18.: How do you rate your competency in the (major) language of instruction at the host university (reply only if different from the language of instruction at your home university)?

* On a scale from 1 = very good to 7 = extremely limited

Table 66b
Selfrating of Competency in Language of Instruction After Study Period Abroad by Host Country (mean*)

	Host country											Total
	B	D	DK	E	F	GR	I	IRL	NL	P	UK	
Reading in academic setting - after	2.3	2.3	2.9	2.0	1.9	3.6	2.3	1.8	2.5	2.5	1.8	2.0
Listening in academic setting - after	2.3	2.2	3.1	2.0	1.9	3.6	2.2	1.8	2.5	2.5	1.8	2.0
Speaking in academic setting - after	2.6	2.5	3.6	2.4	2.3	3.9	2.7	2.3	3.2	3.0	2.2	2.4
Writing in academic setting - after	2.9	2.8	4.1	2.7	2.6	4.2	3.2	2.5	3.2	3.6	2.3	2.7
(n)	(91)	(632)	(43)	(471)	(1,002)	(31)	(286)	(122)	(84)	(64)	(1,265)	(4,091)

Question 18.: How do you rate your competency in the (major) language of instruction at the host university (reply only if different from the language of instruction at your home university)?

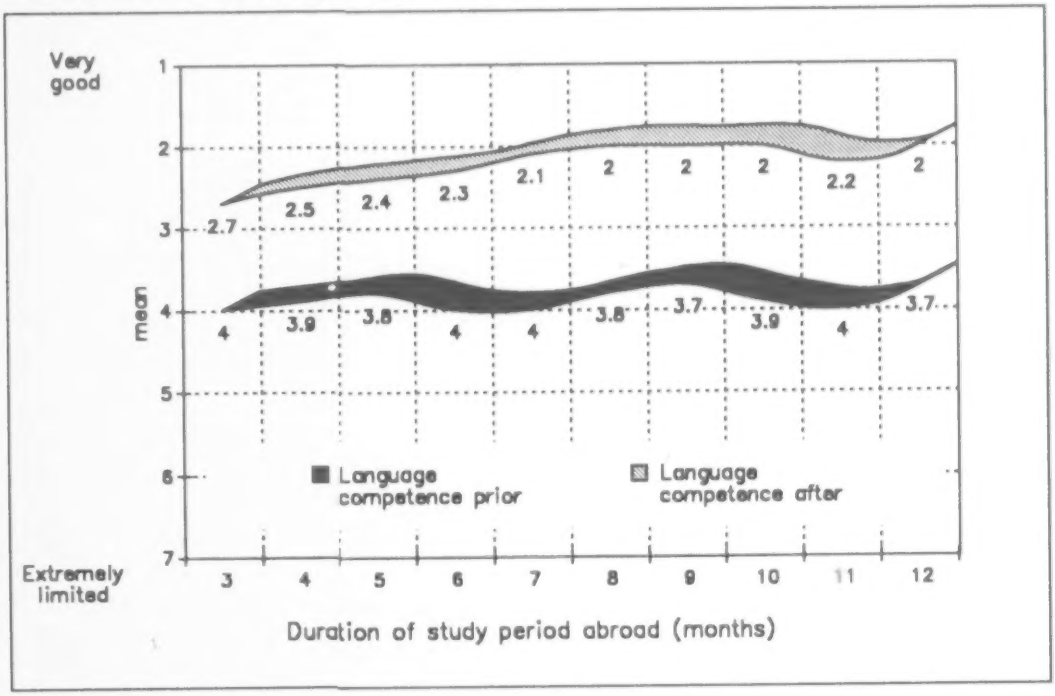
* On a scale from 1 = very good to 7 = extremely limited

As regards home country, we note that students from Germany (2.0), Denmark (2.1), Spain and Italy (each 2.2) rated their competency in the language of instruction in the host country after the study period abroad most highly. Students from those countries who rated their competency before the study period abroad lowest, also rated it lowest after the study period, i.e. students from the United Kingdom (2.5), Ireland and Portugal (each 2.5).

Table 66 shows, that students going to the United Kingdom (2.0), Ireland and France (each 2.2) rated their competency in foreign languages after the study period abroad highest, whereas students going to relatively small countries rated it lowest, i.e. students going to Greece (3.3), Portugal, Denmark (each 3.0) and the Netherlands (2.8).

As one would expect, the duration of the period abroad had a clear impact on the subsequent language competence. Chart 5 shows that the self-rating of language competence after the study period abroad improved from 2.9 (1-2 months), 2.7 (3 months), 2.3 (4-6 months) to a mean of 2 (7 months and more) on the seven-point-scale. The highest improvement in language proficiency could be observed regarding writing in an academic setting, the average rating was 3.4 in the case of short periods abroad (1-2 months) and 2.3 in the case of students spending more than half a year in their host country.

Chart 5
Development of Language Competence by Duration of Study Period Abroad (mean)



The ERASMUS students were asked to rate their academic progress during the study period at the host institution and to compare it with the progress expected in a corresponding period at the home institution. On average, the rating (on a scale from 1= "much better" to 5= "much less") was slightly better (2.3) than the rating by the ERASMUS students of the preceding year (2.5). As Table 67 shows, 25 percent of the ERASMUS students stated that their academic progress at the host institution had been equivalent to the progress expected at the home institution in a corresponding period. 61 percent of the ERASMUS students rated their academic progress during the study period abroad better and only 13 percent rated it worse than it would have been at home.

Table 67a
Academic Progress Abroad in Comparison to Study at Home Institution by Country of Home Institution (percentages)

	Country of home institution											Total
	B	D	DK	E	F	GR	I	IRL	NL	P	UK	
1 = much better	25	17	24	29	51	52	29	27	9	26	15	27
2	47	32	32	43	32	9	42	27	30	32	30	34
3 = same	23	32	21	19	13	38	20	27	40	31	31	25
4	5	16	18	8	4	0	8	13	15	10	20	11
5 = much worse	1	3	5	1	0	2	2	7	6	0	4	2
Total	100	100	100	100	100	100	100	100	100	100	100	100
(n)	(214)	(995)	(105)	(610)	(969)	(128)	(556)	(56)	(355)	(80)	(972)	(5,040)

Question 20.: How would you rate your general academic progress during your study period abroad, compared with what you would have expected in a corresponding period at your home university?

Table 67b
Academic Progress Abroad in Comparison to Study at Home Institution by Country of Home Institution (mean)

	Country of home institution											Total
	B	D	DK	E	F	GR	I	IRL	NL	P	UK	
Academic process	2.1	2.6	2.5	2.1	1.7	1.9	2.1	2.5	2.8	2.3	2.7	2.3
	(214)	(995)	(105)	(610)	(969)	(128)	(556)	(56)	(355)	(80)	(972)	(5,040)

Question 20.: How would you rate your general academic progress during your study period abroad, compared with what you would have expected in a corresponding period at your home university?

We note that the French and Greek students rated their academic progress in the host country much better than they would have expected in a corresponding period at the home institution (mean of 1.7 and 1.9). More or less the same academic progress as expected at home was stated by students from the Netherlands and the United Kingdom.

According to the host country students rated their academic progress highest in the United Kingdom (2.1) and in Germany (2.2). As Table 68 shows, the academic progress was less marked in Italy (2.6), France and Greece (each 2.5).

The ratings also varied to some extent according to the field of study; students of languages and art and design rated it more favourably (2.0 and 2.1) than students in mathematics (2.6) and natural science, humanities and law (each 2.5).

Table 68a
Academic Progress Abroad in Comparison to Study at Home Institution by Host Country (percentages)

	Host country											Total
	B	D	DK	E	F	GR	I	IRL	NL	P	UK	
Much better	23	33	23	29	19	19	21	25	21	24	33	27
2	42	32	36	32	35	34	26	32	41	35	35	34
Same	24	23	22	23	29	36	29	29	27	30	22	25
4	9	10	18	13	15	7	17	10	9	6	9	11
Much worse	2	2	1	3	3	5	7	3	2	6	1	2
Total	100	100	100	100	100	100	100	100	100	100	100	100
(n)	(185)	(726)	(74)	(498)	(1162)	(59)	(350)	(146)	(270)	(71)	(1366)	(4907)

Question 20.: How would you rate your general academic progress during your study period abroad, compared with what you would have expected in a corresponding period at your home university?

Table 68b
Academic Progress Abroad in Comparison to Study at Home Institution by Host Country (mean)

	Host country											Total
	B	D	DK	E	F	GR	I	IRL	NL	P	UK	
Academic process	2.3	2.2	2.4	2.3	2.5	2.5	2.6	2.3	2.3	2.3	2.1	2.3
	(185)	(726)	(74)	(498)	(1162)	(59)	(350)	(146)	(270)	(71)	(1,366)	(4,907)

Question 20.: How would you rate your general academic progress during your study period abroad, compared with what you would have expected in a corresponding period at your home university?

In addition to their academic progress abroad ERASMUS students were asked on a five-point scale (from 1 = "extremely worthwhile" to 5 = "not at all worthwhile") to state the overall value, personal and academic, of the period abroad in an aggregated way. Altogether, students considered the study period abroad supported by ERASMUS as very worthwhile: 1.3 on average regarding personal value, and 1.9 regarding academic value (see Table 69).

The mean ratings across the two categories did not differ much among host countries. The personal value of the study period abroad ranged only from 1.2 from those who went to Ireland, the United Kingdom, Denmark and Spain, to 1.4 from students going to Belgium. The mean rating of the academic value of the study period abroad ranged from 1.7 (Germany, Denmark, Netherlands) to 2.1 (Greece, Italy, Portugal).

Table 69
Academic and Personal Value of Study Period Abroad, by Host Country (mean*)

	Host country											Total
	B	D	DK	E	F	GR	I	IRL	NL	P	UK	
Academically	1.9	1.7	1.8	1.9	1.9	2.1	2.1	1.8	1.7	2.1	1.8	1.9
Personally	1.4	1.3	1.2	1.2	1.3	1.3	1.3	1.2	1.3	1.3	1.2	1.3
(n)	(187)	(736)	(74)	(503)	(1,182)	(59)	(355)	(148)	(271)	(71)	(1,392)	(4,978)

Question 21: All things considered, do you feel it was worthwhile for you to study abroad within the ERASMUS programme?

* On a scale from 1 = "extremely worthwhile" to 5 = "not worthwhile at all"

Table 70
Academic and Personal Value of Study Period Abroad, by Duration (mean*)

	Duration					Total
	1-2 months	3 months	4-6 months	7-12 months	13 months and more	
Academically	1.8	1.9	1.9	1.8	1.4	1.8
Personally	1.5	1.3	1.3	1.2	1.1	1.3
(n)	(25)	(1,141)	(1,937)	(1,721)	(13)	(4,837)

Question 21: All things considered, do you feel it was worthwhile for you to study abroad within the ERASMUS programme?

* On a scale from 1 = "extremely worthwhile" to 5 = "not worthwhile at all"